DOCUMENT RESUME

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ABSTRACT

A 1981-1982 performance report is presented for the University of Illinois' Model Program for Retrieval and Acceleration of Promising Young Handicapped and Talented (RAPYHT), which served learning-disabled, speech-impaired, orthopedically impaired, and other disabled children (3-5 years old) and provided technical assistance to replication sites. Screening was undertaken with 423 handicapped children, of which 88 were identified as having one or more potential talent areas for programming, and 86 received RAPYHT programming. Thirteen replication sites involving 39 classrooms were selected in New Jersey, West Virginia, New Hampshire, and Colorado, and training was provided by RAPYHT staff in procedures for screening, identifying, and assessing talent in young handicapped children. In addition, presentations and materials disseminated at the replication sites were designed to increase awareness of the RAPYHT Model, and handouts in 20 states and Canada included awareness materials, screening information, talent identification materials, programming manuals, and family involvement materials. Procedures were also developed and tested for dissemination of the RAPYHT Model. Detailed data on program activities and results, including children served by site and workshop. Program evaluation questions and results are presented. Additionally, a guide is given which addresses the following components: assessment of child's level of functioning in talent components; program planning and implementations; and evaluation of child's progress in four areas of creative talent. (SEW)

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DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION

Program Performance Report
for
Handicapped Children's Early Education Program

Part I

1. Date of Report: September

2. Grant Number: G008100866

3. Period of Report: July 1, 1981 to June 30, 1982

4. Grantee Name and Descriptive Name of Project:

   The Board of Trustees
   The University of Illinois
   Urbana, Illinois 61801

   A Model Program for Retrieval and Acceleration of
   Promising Young Handicapped and Talented (RAPYHT)

5. Certification. I certify that to the best of my knowledge and belief this report (consisting of this and subsequent pages and attachments) is correct and complete in all respects, except as may be specifically noted herein.

Merle B. Karnes

Merle B. Karnes, Project Director

EC 151063

zines, journals, etc.; papers prepared for professional meetings; textual and graphic materials; completed curriculum materials and instructional guides, or drafts if in a developmental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a decision by volunteer(s) to pursue a career in special education, new public school policy to integrate handicapped children into regular classrooms, enactment of mandatory or other State legislation affecting early education, relevant new course offerings at universities, etc.)*.

(2) Where outputs are quantified in response to any portion of Part II, relate quantifications to cost data for computation of unit costs. Analyze and explain high-cost units.

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the project, matters concerning the project's working relationship with OE, technical assistance of OE staff, or any other relevant subject.)*.

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activity are to complete Table II. All grantees under 13.444 except those who are supported solely for "outreach" activities, are to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Data

Children

nter actual performance data for this report period into the ppropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. n lines above line 11, count multihandicapped individuals nly once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for lines 1 through 11 are for those directly served, i.e., services to those enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age 19 and Over
1. Trainable Mentally Retarded						
2. Educable Mentally Retarded						
3. Specific Learning Disabilities		12				
4. Deaf-Blind						
5. Deaf/Hard of Hearing		4				
6. Visually Handicapped		3				
7. Seriously Emotionally Disturbed		7				
8. Speech Impaired		41				
9. Other Health Impaired		2				
10. Orthopedically Impaired		19				
11. Total		88				
12. Multihandicapped		2				

f the data in the above table differ by more than 10 percent from the data originally presented in your approved application, lease explain the difference.

Table IB

Project Staff Providing Services to Recipients in Table IA

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalents)
Professional Personnel (excluding teachers)	2	1
Teachers	1	
Paraprofessional		2

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	497
Diagnostic and Evaluative	111
Found to Need Special Help	60
Other Resource Assistance	

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought			
		AA	BA	MA	Post-MA
Multihandicapped	1				
Administration	1				
Early Childhood	1				
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed	1				
Speech Impaired	1				
Orthopedically and Other Health Impaired					
AL					

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

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INTRODUCTION

This report outlines and describes the goal achievement and evaluation results of the RAPYHT Project activities during 1981-82 (fourth year of outreach) and demonstrates that all proposed goals have been met. The information is presented in three major sections: a short summary of impact, charts listing objectives, activities, and results, and tables including evaluation results.

Technical assistance was provided to three major target groups: replication/demonstration sites, awareness audiences, and state consultants. Since a primary emphasis is placed on replication/demonstration sites' stimulation, this group received the greatest amount of technical assistance. The report demonstrates a strong overall site satisfaction with the model, the training, and materials. Thirteen (13) sites were identified and trained, one of which did not complete the replication process due to staff turnover. All of the sites which replicated the model are planning to identify and program for potentially gifted/handicapped within their agencies during 1982-83. The replication sites and the demonstration site screened 423 handicapped children out of which 88 were identified to have one or more potential talent areas for programming. Eighty-six children in this group received talent programming based on the RAPYHT Model. In an effort to improve and streamline the replication process, RAPYHT has developed new training workshops and materials while continuing the revision of previously developed material.

The RAPYHT staff has engaged in numerous additional activities with the purpose of increasing and improving early education of the gifted/handicapped throughout the country. These include working with state consultants to promote, train, and foster sites, presenting awareness and training workshops at various conferences and meetings, participating in the consortium of First Chance Projects, and preparing and disseminating materials to interested individuals.

This report is organized on the basis of goals and objectives delineated in the 1981-82 proposal.

Summary: Indicators of Impact

I. Awareness

A total of 3,049 awareness materials describing RAPYHT and the replication process were disseminated to early childhood educators and other interested persons throughout the country. Over 100 requests for information about the program were responded to by mail, phone, and personal contact. Eleven (11) awareness workshops with 325 participants in 6 states. One prospective site visited the demonstration site and 173 individuals observed the demonstration classrooms.

II. Product Development/Distribution

Over 7,696 training materials have been distributed in 32 states and 2 foreign countries. Replication sites have duplicated one audio-visual presentation, 84 manuals, and 286 other materials. The following materials have been provided to help in the replication/dissemination of the RAPYHT model.

RAPYHT Screening and Identification Manual	126
RAPYHT Talent Assessment Checklist	98
Nurturing Talent Guides in the following talent areas: Intellectual, Leadership, Math, Music, Psychomotor, Reading, and Science	208
SOI Activity Manuals in the following thinking skill areas: Divergent Convergent Evaluative	249

III. Stimulating Sites

See the following evaluation sections for pertinent information:

- Site Workshops and Conferences (page 31)
- Progress of Sites in Replication of the RAPYHT Model (page 34)
- Site Satisfaction with Model (page 38)
- Programming with Identified Children (page 41)
- Child Progress (page 43)
- Identification Questionnaire (page 46)
- Cost Analysis (page 48)

Also see Attachment #1 for information on replication sites (page 9).

IV. Training

Three training workshops attended by 521 participants were presented on encouraging higher level thinking and encouraging creativity. The majority of RAPYHT's training which occur over and above those included in stimulation of site is awareness (see Awareness above).

V. State Involvement and Coordination

The RAPYHT Director and Assistant Director participate in a consortium of Illinois First Chance Projects.

The Director, Dr. Merle B. Karnes, is an active participant in numerous advisory boards across the state.

Attachment #1
Description of Demonstration-Continuation Site
and Each Replication/Model Utilization Site for FY

(Child Progress Data Available in Table 7)

Contact Person and Agency	Full- and Part-time Staff	Funding Sources & Amounts	Model Components Uses with & without Adaptation	Children Served	New Services Not Previously Supported	Improved Services at Existing Site
Barbara Strobert Union City Public Schools 3400 Palisades Ave. Union City, NJ 07087 201-348-5978	4	Title VIB $25,000	6	1 RAPYHT (left program)	Yes	Yes
Vernell Wright Union Township Board of Education Preschool/ Head Start Program 2369 Morris Ave. Union, NJ 07083 201-688-1200	3	Head Start LEA Funds 94-142 Funds $50,000	6	2 RAPYHT 20 average enroll.	Yes	Yes
Sharon Anderson Preschool Handicapped Program 5th Floor Surgical Building Jerser City Medical Center 30 Baldwin Ave. Jersey City, NJ 07302 201-547-5682	6	Title 6 and School Board $55,000	6	9 RAPYHT 15 average enroll.	Yes	Yes
Dena Horn Project STEP-UP Rockaway Township Public Schools Rockaway, NJ 07083 201-688-1200	3	80% 94-142 20% LEA $49,5000	6	6 RAPYHT 12 average enroll.	Yes	Yes

Attachment #1
Description of Demonstration-Continuation Site
and Each Replication/Model Utilization Site for FY

(Child Progress Data Available in Table 7) Continued

Contact Person and Agency	Full- and Part-time Staff	Funding Sources & Amounts	Model Components Uses with & without Adaptation	Children Served	New Services Not Previously Supported	Improved Services at Existing Site
Mary Ann Bistocchi PREP Program Atchison School 961 Sycamore Ave. Tinton Falls, NJ 07724 201-542-0444	5	Federally funded with support & follow-through funds. Amount not available. RAPYHT-related costs paid by district.	6	5 RAPYHT 8 average enroll.	Yes	Yes
Robert Ginsberg East Brunswick Public Schools Curriculum/Special Education Center 259 Dunham's Corner Road E. Brunswick, NJ 08816 201-257-8300	5	$31,000 94-142 $45,000 Local	6	4 RAPYHT 18 others	Yes	Yes
Sally Downing Stafford Learning Center 317 W. Main Somersworth, NH 03878 603-692-4411	8	Local school districts $35,000	6	8 RAPYHT	Yes	Yes

Attachment #1
Description of Demonstration-Continuation Site
and Each Replication/Model Utilization Site for FY

(Child Progress Data Available in Table 7)

Continued

Contact Person and Agency	Full- and Part-time Staff	Funding Sources & Amounts	Model Components Uses with & without Adaptation	Children Served	New Services Not Previously Supported	Improved Services at Existing Site
Marilyn Willis Child Development Center P.O. Box 96 Concord College Athens, WV 24712 304-384-3115	3	Not Available	6	2 RAPYHT	Yes	Yes
Maxine Ford Bluefield Child Care Program Bluefield State College Box 36 Bluefield, WV 24701	4	$60,000	6	1 RAPYHT 21 enroll.	Yes	Yes
Barbara Lynn Peterstown Elementary Peterstown, WV 24963 304-384-9619	1	Not Available	6	1 RAPYHT	Yes	Yes
Mercer County Economic Opportunity Cooperation Head Start Program 1105 Mercer Princeton, WV 24740 304-487-3436 (Webster Gilbreath, Director)	14	25% donated time, space, etc. Dept. of Health and Human Serv.	5	7 RAPYHT 16 average enroll.	Yes	Yes

Attachment #1
Description of Demonstration-Continuation Site
and Each Replication/Model Utilization Site for FY

(Child Progress Data Available in Table 7) Continued

Contact Person and Agency	Full- and Part-time Staff	Funding Sources & Amounts	Model Components Uses with & without Adaptation	Children Served	New Services Not Previously Supported	Improved Services at Existing Site
Mary Hansen Jefferson County ECP 809 Quail Denver, CO 303-231-2281	21	Not Available	6	34 RAPYHT 160 enrolled	Yes	Yes
Sandi West Goldberg Holly Ridge Center 3301 S. Monaco Blvd. Denver, CO 303-757-6201	7	94-142 HCEA Local district	6	6 RAPYHT 44 enrolled	Yes	Yes

Project Goals and Objectives

Project Goals and Objectives 1981-82

Goal 1.0: Replication sites will be chosen according to specified criteria and with the assistance of state consultants.

Objectives	Activities/Results
1.1 Consultants in four states will decide to promote the replication of the RAPYHT Model in their states.	By July 1, 1981, two consultants, one in the area of the gifted and one in the area of early childhood, in New Jersey, were committed to objectives consistent with RAPYHT proposal goals. Because the RAPYHT project staff received referrals from other agencies of personnel to contact directly at the New Hampshire, Colorado, and West Virginia ites, the state consultants were contacted after the potential site coordinators had agreed to the replication effort. 30 contacts by phone and letter were made to state consultants and potential site coordinators to provide technical assistance in the process of local site selection. 42 awareness packets and handouts were distributed to aid in the selection. The following criteria were used to select thirteen replication sites which RAPYHT would train in the model. These were finalized by September 15, 1982. 1) An on-going preschool handicapped program with appropriate support services. 2) Total populations of preschool handicapped children being served is at least forty. 3) Availability of responsible individual to coordinate replication efforts at the site. 4) Arrangements can be made for teachers to attend four workshops. Two of these require attendance at a half-day session. 5) Willingness of the teachers to cooperate fully in replicating RAPYHT. 6) Replication/demonstration site's willingness to collect evaluation information. 7) Replication/demonstration site's potential impact on other preschool programs in the state. 8) Willingness of replication/demonstration site to accept visitors. 42 additional contacts by phone and letter were made to state consultants in coordinating the RAPYHT replication effort in their state.

Objectives	Activities/Results
1.1 (continued)	To recruit sites and states for the Fifth Year of Outreach, the following activities were conducted: (a) a total of 35 contacts were made to state consultants and individuals responsible for coordinating programs for preschool handicapped in 7 states. (b) 24 information packets were distributed to potential Fifth-Year state consultants and site coordinators. Materials included: model description, criteria utilized in site selection, and an outline of mutual responsibilities. Thirteen replication agreements, which delineated mutual and separate responsibilities were signed by state consultants and by project and site personnel as an agreement of commitment and cooperation. These sites were chosen from among the twenty-seven agencies which sent letters of application to replicate.

Project Goals and Objectives 1981-82

Goal 2.0: State consultants in states receiving RAPYHT training will support improved services to gifted/talented preschoolers within their states.

Objectives	Activities/Results
2.1 Consultants in each state will assist in selecting local agencies to serve as RAPYHT replication sites.	State consultants and potential site coordinators from four states were provided information to aid them in making a final site selction. The information included: (a) information packet on model; (b) criteria for participating in training activities; (c) expected training outcomes; (d) copy of the replication agreement with local site personnel. By October 1, 1981, 13 replication agreements specifying mutual and separate authority and responsibilities were signed by the outreach specialist and the site coordinators at the following sites, which comprise eight (8) public school center-based, one (1) public school home-based, one (1) Head Start, one (1) day care center, one(1) private school, and one (1) university lab school. A total of 39 classrooms were impacted at these sites. - Strafford Learning Center, Somersworth, New Hampshire (3 classrooms, private school) - Concord Child Development Center, Athens, West Virginia (2 classrooms, university lab school) - Bluefield Child Care Program, Bluefield, West Virginia (1 classroom, day care) - Monroe County Public Schools, Peterstown, West Verginia (home based) - Mercer County Economic Opportunity Corporation Head Start, Princeton, West Virginia (4 classrooms, Head Start) - Union City Public Schools, Union City, New Jersey (2 classrooms, public school) - Union Township Preschool/Head Start Program (3 classrooms, public school)

Objectives	Activities/Results
2.1 (continued)	- Preschool Handicapped Program, Jersey City, New Jersey (4 classrooms, public school) - Project Step Up, Rockaway Township Public Schools, New Jersey (4 classrooms, public school) - PREP Program, Tinton Falls, New Jersey (2 classroms, public school) - East Brunswick Public Schools, East Brunswick, New Jersey (2 classrooms, public school) - Jefferson County Early Childhood Program, Denver, Colorado (10 classrooms, public school) - Cherry Creek School District, Denver, Colorado (2 classrooms, public school) By May 2, 1982, 12 fourth-year replication/demonstration sites were operational in replicating the RAPYHT Model procedures. At each site the following procedures had been carried out: (a) Parent Questionnaires were distributed and scored. (b) Teacher Checklists were completed and scored; (c) Activities for Talent Identification were administered and scored; (d) Talent Assessment data were completed; (e) Talent IEP's were written and results recorded; (f) At least one awareness presentation on the RAPYHT Model was conducted. One site did not complete step (e) due to staff turnover. By May 28, 1982, the 3 third-year replication/demonstration sites had also carried out the above procedures.
2.2 State consultants will participate in developing local replication site staff capabilities needed to implement services for young gifted/talented handicapped children.	48 contacts between the state consultants and the replication sites occurred during the fourth year of outreach. Outreach specialists made 44 contacts by letter or telephone to the state consultants. In New Jersey, 3 state consultants attended a workshop presented by the outreach specialist.

Project Goals and Objectives 1981-82

Goal 3.0: Replication site staff will develop competencies and resources needed to implement and demonstrate the RAPYHT Model.

Objectives	Activities/Results
3.1 Each site will choose one or two staff members to serve as the site coordinator(s) who will facilitate in the local replication efforts.	By September 30, 1982, each site selected one staff member to be the designated site coordinator. Prior to this decision, information was provided to clarify the role of the site coordinator in the replication effort. During the initial site visit, the site coordinator at each site, along with their staff, participated in an in-depth workshop designed to introduce the RAPYHT Model and the procedures for screening, identifying, and assessing talent in young handicapped children. The site coordinators received extensive technical assistance individually during the initial site visit. This additional time was used by the outreach specialist in training the site coordinator in the competencies needed to: (a) design a specific plan for developing the needed competencies in local replication staff; (b) assist in training local agency staff to implement procedures for identification, assessment, and programming for the children at the preschool level; (c) coordinate all demonstration, awareness, and training efforts; (d) assist in planning and implementing evaluation of the impact of their RAPYHT-based approach on children and parents. Additional time during each subsequent site visit was allocated to the site coordinators for the purpose of discussing and clarifying the components of the RAPYHT Model.
3.2 Local replication/demonstration site staff will demonstrate knowledge, skills, and attitudes needed to implement services for preschool gifted/talented handicapped children.	Prior to the decision to replicate the RAPYHT Model, 25 contacts by phone and letter were made to potential replication/demonstration sites by the outreach specialists. In order to assist the potential replication/demonstration site in deciding to replicate the RAPYHT Model, 25 handouts describing the RAPYHT Model, the replication process, mutual and separate responsibilities, and resource requirements were sent.

Objectives	Activities/Results
3.2 (continued)	A total of 116 phonecalls were made and 222 letters were sent to local replication sites during the fourth year of outreach. A total of 27 contacts were made by letter or telephone to the third-year replication sites of St. Louis, Missouri; Ebensburg, Pennsylvania; and Detroit, Michigan. Initial site visits were conducted by the outreach specialists to each of the 13 fourth-year sites. A workshop was conducted to introduce procedures for screening, identifying, and assessing talent in young handicapped children. In addition to conducting the workshop, the purpose of the initial visit was to: (a) meet staff members replicating the RAPYHT Model; (b) introduce the replication process; (c) communicate evaluation expectations; (d) establish a working relationship with site personnel. Initial site visits were conducted on the following dates: 6 New Jersey sites: October 20-22, 1982 4 West Virginia sites: October 11-13, 1982 1 New Hampshire site: October 22-23, 1982 2 Colorado sites: October 21-24, 1982 80 site staff members attended the workshop at the initial site visits at 13 sites. They successfully accomplished the following: (a) correctly scored a talent checklist for one child in two talent areas; (b) identified specific characteristics of children who would be identified as gifted/talented; and (c) listed procedures to be used in talent assessment. 39 additional site visits were conducted to provide technical assistance in replication:

Objectives	Activities/Results
3.2 (continued)	6 New Jersey sites: December 7-9, 1981 February 23-26, 1982 April 20-23, 1982 4 West Virginia sites: January 18-22, 1982 March 9-10, 1982 May 4-5, 1982 1 New Hampshire site: December 10-11, 1981 March 11-12, 1982 May 6-7, 1982 2 Colorado sites: December 14-17, 1982 February 12, 15-18, 1982 May 7, 10-12, 1982 The goals for second site visits were: To observe classrooms; To review the screening process; To train site staff in assessment component; To distribute programming materials; To consult with individual teachers; To consult with site coordinator. The goals for the third site visit were: To conduct workshop on "Effective Questioning Techniques" (this workshop includes a review of research, summary of questioning models to be used in the classroom, discussion of emotional, physical, and intellectual factors, and presentation of teaching strategies); To train teachers individually to develop Talent Education Plans for identified RAPYHT children; To distribute programming materials; To consult with site coordinators. The above workshop session was attended by 60 members of replication site staff.

Objectives	Activities/Results
3.2 (continued)	The goals for the fourth site visit were: To present a workshop on "Encouraging Creativity" (this workshop includes a review of literature on creativity, presentation of strategies for encouraging creativity, discussion of aspects of creativity, participation in activities which increase creativity); To observe individual programs in operation; To provide classroom staff with feedback; To consult with site coordinator about the replication/demonstration process of RAPYHT during second year; To collect evaluation information. See the following Evaluation sections: Site Workshops and Conferences--page Progress of Sites in Replication Process--page Site Satisfaction with the Model--page Programming with Identified Children--page To further aid staff in replicating the model, the following materials were disseminated to both fourth-year and third-year demonstration/replication sites: 681 manuals 1596 handouts 1069 worksheets 820 evaluation forms Following the screening and assessment process, decisions were made about appropriate program goals and strategies. At least one individualized educational program goal in the children's identified talent areas was developed for 76 children at the fourth-year sites (see Summary of RAPYHT Children Served, page 22). 208 Nurturing Talent Guidelines and 249 Activity Manuals for the Classroom and the Home were distributed as resources for programming. These are respectively a set of manuals describing appropriate programming ideas for each talent area and a set of manuals designed to develop children's thinking skills. See Programming with Identified Children (page 41).

Goal 3.0 (continued)

Objectives	Activities/Results
3.3 Site staff will monitor individual child progress according to RAPYHT procedures and requirements.	During the initial site visit, site coordinators at each site were presented with RAPYHT evaluation requirements and corresponding forms. Outreach specialists explained, in detail, a comprehensive timeline, which outlined duties and responsibilities of site staff and outreach staff. Site personnel at the initial workshop successfully scored a talent checklist for one child in two talent areas and identified specific characteristics of children who would be identified as gifted/talented. At subsequent workshops, site coordinators were trained, with the site staff, to assess and program for the gifted/talented handicapped child. Staff members from the replication/demonstration sites documented the impact of the program on the description of children identified who received programming (see Summary of RAPYHT Children Served, page 22) and on standardized test score gain (see Child Progress Data, page 43).
3.4 Local replication site staff will develop knowledge, skills, and attitudes needed to disseminate their RAPYHT-based approach.	At the third site visit, site coordinators received training and consultation which focused on developing skills and/or interpreting the RAPYHT model to others.
3.5 Local replication/demonstration site staff will develop procedures and materials for use in demonstrating and disseminating information about their RAPYHT-based approach to encourage future replication sites in their area.	The RAPYHT outreach specialists provided both the third and fourth year replication/demonstration sites with 230 handouts to be disseminated to their target audiences. Audio-visual presentations were lent to the sites to be used during awareness presentations. Outreach assistance was provided in planning and developing the sites' own materials and procedures for effectively making their program visible to others. (See Goal 4.1 and 4.2.)

Chart 1: Summary of RAPYHT Children Served

Site	Screened	Identified	Intellectual	Leadership	Creative	Art	Music	Reading	Math	Science	Psychomotor	Handicapping Condition
Strafford Learning Center, Somersworth, NH	21	8	3	1		1	1			1	1	6 speech/language; 2 learn. disabil.
Concord Child Development Center, Athens, WV	6	2	1				1					1 hearing impaired; 1 develop. delay.
Bluefield Child Care Program, Bluefield, WV	1	1									1	1 speech/soc.emot.
*Monroe County Public Schools, Home-based, Peterstown, WV	16	1				1						1 hearing impaired
Mercer County Opp. Corp. Head Start, Princeton, WV	15	7	1	2	2	1					1	5 speech/lang.; 1 vis. imp'd; 1 phys. imp'd.
Union City Public Schools, Union City	8	1	1									1 speech/lang.
Union Townshp Preschool/Head Start Program, Union	12	2	1			1						1 speech/lang.; 1 gross motor
Preschool Handicapped Prog., Jersey City	54	9	3	2							4	5 speech/lang.; 3 learn. disabil.; 1 neuro. imp'd.
Project Step-Up, Rockaway Twnshp. Public Schools, Rockaway, NJ	23	6			2	1			2	1		3 speech/lang.; 1 chron. ill.; 1 phys. imp'd; 1 neuro. imp'd.
PREP Program, Tinton Falls, NJ	34	5	2	2	1							1 soc./emot.; 3 phys. imp'd; 1 hearing imp'd.
East Brunswick Public Schools, East Brunswick, NJ	17	4			2				1		1	2 neuro. imp'd; 1 emot. disturbed; 1 C.H.
Jefferson County Early Childh'd Program, Denver, CO	160	34	7	5	4	2	5	4	0	3	4	14 phys. imp'd; 14 spch/lang.; 2 vis. hand.; 2 mult. hand.; 1 learn. disabil.; 1 soc./emot.
Cherry Creek School District, Denver, CO	28	6	2	3							1	4 spch/lang.; 1 hearing imp'd; 1 emot. disturbed.
Colonel Wolfe School, Champaign, IL	28	2	1		1							1 spch/lang.; 1 soc. emot.
TOTALS	423	88	22	12	15	7	7	4	3	5	13	For totals see Table A.

Project Goals and Objectives 1981-82

Goal 4.0: The demonstration audiences of the selected replication-demonstration sites will become aware of the RAPYHT Model and its components.

Objectives	Activities/Results
4.1 Individuals will become aware of the RAPYHT Model and will acquire knowledge, skills, and attitudes needed to replicate.	The replication/demonstration sites indicated that they received 206 visitors in their classrooms as the results of planned observations. By May 1, 1982, 35 individuals attended RAPYHT awareness presentations given by replication sites.
4.2 Individuals will receive printed materials about the RAPYHT Model and/or its components.	174 handouts to visitors and attendants at awareness presentations. 24 inquiries for additional information were responded to by replication site staff.

Project Goals and Objectives 1981-82

Goal 5.0: Personnel in private and public school agencies, state agencies Head Start, and university faculty and students will demonstrate interest and concern for serving gifted/talented handicapped children as a result of awareness of the RAPYHT Model.

Ojbectives	Activities/Results
5.1 Individuals will become aware of the RAPYHT Model and the process of replication of its components.	A total of 11 awareness workshops were conducted at locations throughout the country, at which there were 1230 participants who received 1112 awareness packets (see "Awareness Presentations by RAPYHT Staff, page 25). In addition, component workshops were presented to 521 participants who received 490 handouts (see "Component Workshops Presented by RAPYHT Staff, page 26).
5.2 Individuals will observe services provided to preschool gifted/talented handicapped children in the original demonstration site.	The demonstration classrooms within the context of the Joint Agreement between the University of Illinois, Institute for Child Behavior and Development, and Champaign County Rural Education Cooperative are continuing to operate during the 1981-82 school year. 173 visitors observed demonstration classrooms for at least a 30-minute observation period. As stated in the proposal, ongoing technical assistance was provided to staff responsible for maintaining the SOI and open-based RAPYHT approaches by the RAPYHT staff.
5.3 Individuals will receive printed materials about the RAPYHT Model and/or its components.	A total fo 1263 handouts were disseminated to individuals in 20 states and Canada. The materials disseminated were categorized in the following way. 772 Awareness Materials 79 Screening 23 Talent Identification Materials 368 Programming Manuals (Nurturing Talent Guides) 21 Family Involvement Materials A newsletter was published two times, between September, 1981, and May, 1982. 500 copies were sent to individuals across the country.

Chart 2: Awareness Presentations by RAPYHT Staff

Date	City/State	Organization	Participants	No.	Topic	Materials
July 10-11, 1981	Denver, CO	University of Denver School of Education	Administrators Supervisors Teachers	100	Awareness	200
October 4-5, 1981	Chicago, IL	Region I North Area Service Center	Teachers Administrators Parents	50	Awareness	100
October 6, 1981	Chicago, IL	Advisory Council on Gifted Education	Council Members	12	Awareness	
October 16-17, 1981	Rosemont, IL	Illinois Council for Exceptional Children	Administrators Supervisors Teachers	35	Awareness	70
October 19, 1981	Rantoul, IL	Rantoul Public School	Kindergarten and First Grade Teachers	25	Awareness	50
November 5, 1981	Champaign, IL	Columbia Missouri Public School	Preschool Teachers	3	Awareness	6
February 19, 1982	Baton Rouge, LA	Super Conference	Teachers Administrators	65	Awareness	130
March 31, 1982 through April, 2, 1982	Lubbock, TX	Texas Technological University: Resource Action Conference	Faculty Students	50	Awareness	
May 21, 1982	Indianapolis, IN	Indiana Division of Early Childhood (DEC)	Teachers Administrators Students Professors	50	Awareness	
June 12, 1982	Lubbock, TX	Texas Technological University	Students Faculty	35	Awareness	140

Chart 3: Component Workshops Presented

by RAPYHT Staff

Date	City/State	Organization	Participants	No.	Topic	Materials
March 9, 1982	Champaign, IL	University of Illinois: Special Education class on gifted education	Students Administrator Instructor Teachers	6	Question: A Strategy for Encouraging Higher-Level Thinking	60
February 19, 1982	Baton Rouge, LA	Super Conference	Teachers Paraprofessionals Administrators Parents	65	"	130
January 1, 1982	Champaign, IL	Champaign Unit School District #4	Teachers Administrators Parents	450	"	

Project Goals and Objectives 1981-82

Goal 6.0: Project staff will develop, refine, and validate procedures for dissemination of the RAPYHT Model.

Objectives	Activities/Results
6.1 Project staff will develop and validate a plan for organizational change needed to integrate the RAPYHT Model into an existing special education program.	Project staff have reviewed materials developed by the Research and Development Center for Education in Austin, Texas, regarding the innovation/implementation process. Various aspects of the Concerns-Based Adoption Model (CBAM) were considered for incorporation into the RAPYHT framework.
6.2 Project staff will develop and refine procedures and materials for training personnel in the RAPYHT Model.	The Project staff regularly assessed their own needs. Several training activities were attended to satisfy these needs (see Chart 4, page). RAPYHT has developed the Component Assessment and Programming Guide designed to assess level of functioning within talent area and provide information for program planning and child progress (see Appendix B). In addition, two new workshops to be used in training teachers to nurture talent have been developed: a. "Questioning: A Strategy for Encouraging Higher-Level Thinking." b. "Encouraging Creativity." For descriptions, refer to Goal 3.2. In response to the special needs at the Union City, New Jersey, site the Spanish Parent Questionnaire was developed. This was the result of a combined effort on the part of both the site and project staff (see Appendix B). New forms which have been developed to simplify the replication and evaluation processes include: - RAPYHT Evaluation Results Recording Form - Summary of RAPYHT Implementation

Objectives	Activities/Results
6.2 (continued)	The following forms, handouts, and workshops have been revised: RAPYHT Replication Agreement Parent Questionnaire Parent Letter Parent Permission Form Teacher Checklist Talent Screening and Identification Summary Talent Assessment Checklist Talent Educational Plan RAPYHT Identification Process Teacher Questionnaire Coordinators' Questionnaires Assessment of Implementation Awareness Workshop Screening and Identification Workshop Talent Assessment Workshop Outreach Specialist Site Progress Record Record of Cost Record of Implementation Record of Family Involvement Record of Identification Process. See Evaluation of the Identification Questionnaire (page 46).

Chart A: RAPYHT Staff Development

Date	Staff	Place	Topic
August 17 - 21, 1981	All staff	Colonel Wolfe School	Program orientation and pre-service
September 28, 1981	Jane Amundsen	University of Illinois	Current and Future Legislation in Special Education
September 22, 1981	Jane Amundsen	Colonel Wolfe School	Developmentally Based Management Techniques
September 22, 1981	Jane Amundsen	Colonel Wolfe School	Speech and Language Development
September 23, 1981	Jane Amundsen	Colonel Wolfe School	Art in the Classroom
September 23, 1981	Jane Amundsen	Colonel Wolfe School	Classroom Assessment: SCOAP
September 24, 1981	Jane Amundsen	Colonel Wolfe School	Music and Movement
September 24, 1981	Jane Amundsen	Colonel Wolfe School	The IEP: Making It Work
October 10, 1981	Elayne Tiritilli Jane Amundsen Merle B. Karnes	Rantoul, IL	Workshop for Thinkers' Parents
October 1 - 2, 1981	Elayne Tiritilli	Chicago, IL	Program Directors' Meeting
October 2, 1981	Elayne Tiritilli	Chicago, IL	Management Techniques
December 8 - 11, 1981	Elayne Tiritilli Merle B. Karnes	Washington, DC	Project Directors' Meeting

Chart 4 (continued)

Date	Staff	Place	Topic
January 27, 1982	Jane Amundsen	University of Illinois	Developing Effective Programs for Conferences and Institutes
February 25, 1982	Elayne Tiritilli	Champaign, IL	Trends in Education of Gifted
February 25, 1982	Elayne Tiritilli	Champaign, IL	Computer Programming: Training Session
February 3, 1982	Jane Amundsen	University of Illinois	How to Plan Successful Budgets for Conferences
February 24, 1982	Elayne Tiritilli	University of Illinois	How to Write Effective Brochure Copy for Program
March 3, 1982	Elayne Tiritilli	University of Illinois	Administration of the Conference
March 22, 1982	Elayne Tiritilli	University of Illinois	Time Management
April 21, 1982	Elayne Tiritilli	Springfield, IL	First Chance Consortium Mdeting
May 7, 1982	Jane Amundsen	Somerworth, NH	Behavior Management and Children's Motivation to Misbehave
May 5, 1982	Jane Amundsen	Somerworth, NH	Adler Approach to Managing a Classroom
May 17, 1982	Jane Amundsen	Champaign, IL	Infant and Fetal Development and Interactions with Parents
June 2, 1982	Elayne Tiritilli	Macomb, IL	First Chance Consortium Meeting

Evaluation Results

EVALUATION: SITE WORKSHOPS AND CONFERENCES

Workshops and conference/consultations were conducted by the replication specialists at each site in order to give site personnel information and aid in implementing RAPYHT. The relevance and usefulness of workshops or conferences were evaluated by ratings provided by site personnel.

Table 1 shows mean ratings for on-site workshops where replication specialists requested feedback. The ratings indicate that respondents agreed that workshops were relevant ($\bar{x}$ across sites = 4.28) and were adapted to individual situations ($\bar{x}$ across sites = 4.18). The most highly rated workshops dealt with creativity.

Table 1 presents the mean ratings for conference consultations at four sites: New Hampshire, New Jersey, Colorado No. 1 (Jefferson Co.), and Colorado No. 2 (Cherry Creek). Respondents at these sites indicated that conference/consultation sessions involved sharing mutual concerns and found the discussion ideas to be useful.

Table 1

Site Personnel Rating of Workshop Usefulness

	Awareness/ Overview		Questioning		Creativity		Screening Identification		Mean Across All Sites.
	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$	
1. The information presented was very relevant to may needs.									
New Hampshire	8	4.6	3	5.0	3	4.3			4.64
New Jersey	21	3.8	6	3.8	4	4.6			3.90
West Virginia	8	4.6	9	4.6	13	4.4			4.50
Colorado No. 1	12	4.5	12	4.3			13	4.2	4.35
Colorado No. 2	11	4.2	—	—	4	4.8	4	3.5	4.16
Total	60		30		24		17		
Mean		4.23		4.37		4.46		4.04	4.28
2. The replication specialist was very helpful in adapting materials and procedures for my use.									
New Hampshire	8	4.8	3	5.0	3	5.0			4.86
New Jersey	21	3.4	6	4.0	4	4.6			3.65
West Virginia	8	4.6	9	4.6	13	4.5			4.57
Colorado No. 1	12	4.2	11	3.8			13	4.0	4.03
Colorado No. 2	10	4.3	—	—	4	4.5	4	3.8	4.22
Total	59		29		24		17		
Mean		4.07		4.21		4.58		3.94	4.18

Note: Possible ratings from 1 = strongly disagree to 5 = strongly agree.

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Table 2

Conference Consultation Evaluation

Mean Ratings by Site

	New Hampshire (n = 4) $\bar{x}$	New Jersey (n = 29) $\bar{x}$	Colorado No. 1 (n = 4) $\bar{x}$	Colorado No. 2 (n = 8) $\bar{x}$	Mean Across All Sites (n = 45)
1. This session included mutual sharing of ideas and concerns	4.0	4.7	4.8	4.8	4.64
2. The ideas discussed will be useful in my program	4.0	4.6	4.5	3.9	4.40

Note: Possible ratings range from 1 = strongly disagree to 5 = strongly agree.

EVALUATION: PROGRESS OF SITES IN REPLICATION OF THE RAPYHT MODEL

The assessment of implementation questionnaire was used to determine progress made in incorporating various components of the RAPYHT program across all sites. At the conclusion of this year's program, each replication specialist and site coordinator (N = 10) separately rated their sites' capabilities to implement components and then also rated the implementation that actually occurred (see Table 3). The 1- through 5-point scales used for capabilities and implementation ratings are displayed below.

The mean capability rating across sites from coordinators was 4.53. Coordinators rated implementation (mean across sites) at 4.24. Outreach specialists gave quite similar ratings, an average capability rating of 4.35 and an average implementation rating of 3.62. The correlation between coordinators' and specialists' average ratings was .95 on the capability scale and .93 on the implementation scale.

5-point Scale for Assessment of Capabilities and Implementation

Capabilities		Implementation
Staff members possess the capabilities necessary for implementation of this component to the extent that success and confidence are ensured	= 5 =	This component was fully and satisfactorily implemented.
For the most part, staff members have developed capabilities necessary for implementation of this component to an adequate degree.	4 = 3 =	This component was implemented to a minimal, yet adequate degree.
Staff members have not developed capabilities necessary for implementation of this component.	2 = 1 =	This component was not implemented.

Table 3: Mean ratings for all sites on the RAPYHT assessment of implementation questionnaire

Components	Capabilities		Implementation	
	Coordinator	Replication Specialist	Coordinator	Replication Specialist
Talent Screening				
1. Observe children to identify presence or absence of charactristics listed on the Teacher Checklist.	4.9	4.7	4.9	4.8
2. Complete rating of children on Teacher Checklist.	4.9	4.9	4.9	4.8
3. Distribute and collect Parent Questionnaires.	4.9	4.9	4.9	5.0
4. Score Parent Questionnaires.	4.9	5.0	4.9	5.0
Talent Idenfification				
5. Administrate Activities for Talent Identification to children who passed screening in their area of potential talent.	4.7	4.4	4.8	4.2
6. Score the performance of children on Activities according to listed criteria.	4.8	4.5	4.8	4.4
Talent Assessment				
7. Observe identified children to assess talent areas.	4.8	4.7	4.7	4.6
8. Rate each child on observable items according to the rating scale to define level of functioning in each talent area.	4.8	4.6	4.6	4.2
9. Tabulate scores on checklist.	4.6	4.7	4.8	4.7

Table 3 (continued)

Components	Capabilities		Implementation	
	Coordinator	Replication Specialist	Coordinator	Replication Specialist
Programming				
10. Identify appropriate goals for identified children in respective area(s) of talent.	4.2	3.9	3.8	3.3
11. Set instructional objectives in children's respective area(s) of talent according to components described on the Talent Checklist (TAC).	4.1	3.8	3.9	3.3
12. Select specific activities and strategies to facilitate goal achievement in children's respective area(s) of talent.	4.0	3.7	3.8	3.2
13. Implement activities and strategies described in Talent Educational Plan.	4.3	4.1	3.6	3.4
14. Revise or extend instructional plans based on outcomes.	3.9	3.6	3.4	2.7
15. Use appropriate questioning technique.	4.1	3.6	4.2	2.9
16. Design and implement activities or strategies to encourage divergent thinking.	4.2	3.6	4.2	2.9
Family Involvement				
17. Discuss children's respective area(s) of talent with their parents, describing component strengths and needs.	4.8	4.5	3.9	3.2
18. Hold a group parent meeting to explain and describe RAPYHT and the replication process.	4.2	4.3	3.4	1.5

Table 3 (continued)

Components	Capabilities		Implementation	
	Coordinator	Replication Specialist	Coordinator	Replication Specialist
Family Involvement cont.				
19. Record dates and contacts with families of identified children.	4.7	4.9	3.8	2.1
20. Provide parents of identified children with activities for the home which will nurture children's respective area(s) of talent and encourage higher-level thinking.	4.7	4.6	3.5	2.2
Overall Average = (n = 20)	4.53	4.35	4.24	3.62

Capabilities r = .951

Implementation r = .925

EVALUATION: SATISFACTION WITH MODEL

Level of satisfaction with a number of RAPYHT components was assessed by two separate questionnaires, one aimed at teachers' experiences, the other at coordinators'. Overall, the responses indicated that teachers and coordinators continue to be satisfied with RAPYHT materials and guidance.

Across the sites, mean ratings for coordinator (n = 11) satisfaction appear in Table 7. They gave high ratings to training, usefulness of materials, and to contribution of the model to professional development and benefit of staff at their sites (all $\bar{x}$ scores > 4.0).

Table 8 gives teacher (n = 24) satisfaction in mean ratings across sites. Teachers also agree that training was adequate, that materials were useful and easy to use, and that the program was worthwhile and helped them grow professionally (all $\bar{x}$ scores > 3.7).

Teachers tended to disagree with the statement that RAPYHT was too long and time-consuming to implement ($\bar{x}$ = 2.87) whereas coordinators tended to agree with the statement ($\bar{x}$ = 3.55).

Table 4

Mean Ratings* across Sites on Satisfaction with Model: Coordinator Questionnaire

Item	$\bar{X}$ Rating
1. Training adequately prepared the site staff to use the RAPYHT materials.	4.59
2. Materials provided the staff with new and useful information about their students.	4.18
3. Replicating the RAPYHT Model was helpful to the professional development of the staff.	4.00
4. Implementing the RAPYHT Model was too long and time-consuming.	3.55
5. Overall, replicating the RAPYHT Model was worthwhile.	4.18

*Possible ratings: Strongly agree = 5
Agree = 4
Neutral = 3
Disagree = 2
Strongly disagree = 1

Table 5

Mean Ratings* across Sites on Satisfaction
with Model: Teacher Questionnaires
N = 27

Item	Teacher Questionnaire	Parent Questionnaire	Activities for Talent Identification	Talent Assessment Checklist	TEP	Activity Manuals for the Classroom	Activity Manuals for the Home	Nurturing Talent Guides	Overall Average
1. Training adequately prepared me to use these materials.	4.33	4.14	3.50	4.00	3.43	4.14	3.95	4.05	3.94
2. The materials were easy to use.	4.21	4.18	2.92	3.58	3.19	4.26	4.14	4.10	3.82
3. The materials provided me with new and useful information about my students.	3.83	3.55	3.54	3.46	3.29	4.17	3.95	4.14	3.74
4. This procedure was too long and time-consuming.	3.13	2.67	3.96	3.57	3.00	2.30	2.29	2.05	2.87
5. Overall, this procedure was worthwhile.	3.92	3.68	3.50	3.42	3.33	4.26	4.14	4.24	3.81
6. Use of materials helped me grow professionally.	3.79	3.43	3.39	3.54	3.24	4.30	4.24	4.19	3.77

*Possible ratings: Strongly agree = 5
Agree = 4
Neutral = 3
Disagree = 2
Strongly disagree = 1

EVALUATION: PROGRAMMING WITH IDENTIFIED CHILDREN

As an index of RAPYHT programming, teachers were asked to record the number of RAPYHT activities which were conducted with identified children at their site. Teachers reported implementing RAPYHT activities from January through May. The length of time involved in implementing activities varied from site to site. The average length of time sites reported implementing RAPYHT activities was 12 weeks. Computations of the average number of times per week RAPYHT activities were done at sites appear in Table 6 . The number of activities being incorporated by classroom teachers, and the fact that all sites reported an average of at least one RAPYHT activity per week, point to teacher approval and usefulness of curriculum materials.

Table 6

Number of RAPYHT Activities Conducted by Sites during 1981-82

	Site			
	New Hampshire Site	New Jersey Sites	West Virginia Sites	Colorado Sites
Average number of times RAPYHT activities done per week.	2.53	3.28	4.00	1.50

RAPYHT

Child Progress Data

Evaluation: Child Progress

Those children who were identified as potentially gifted or talented were assessed on a pre/post basis to determine the influence of RAPYHT programming. In order to measure those areas specified in the RAPYHT goals, a variety of evaluative techniques and situations were used to assess children's progress: (1) standardized tests (i.e., Animal Crackers, a test of achievement motivation, and Torrance's Thinking Creatively in Action and Movement, a test of creativity), (2) children's performance on tasks (measuring their willingness to try the difficult and take risks, and task persistence), and (3) an observational instrument (the Talent Assessment Checklist).

Pre and post scores and the results of correlated t-tests for all three types of evaluative procedures appear in Table 7. In the case of both the Tests and Tasks, no significant changes were seen. However, children did make significant gains on the Talent Assessment Checklist in the areas of Intellectual, Leadership, and Psychomotor Talent. In three other areas (Music, Creative, and Reading talent) scores approached significance. These increases in scores seem to reflect children's abilities to actually demonstrate behaviors in their classrooms, which were characterized as gifted. This is very practical and direct evidence of the influence of RAPYHT programming.

The lack of increase in the scores on the Tasks and Tests may be due to a variety of reasons. In the case of the Tasks, the experimental nature of the procedures may have influenced the scores. In the case of both tests and tasks, the limited length of RAPYHT programming may have been primary factor affecting the scores. As noted previously, the average length of time RAPYHT programming was implemented was 12 weeks. Furthermore, the number of site visits by replication specialists was reduced this year and as a result, most sites did not begin programming until after the first of the year. Thus, with only a limited time between pre and post measures it seemed likely that little change would occur. At several sites post data were collected on only a limited basis. Other sites agreed to do testing next year after further RAPYHT programming.

Table 7

Pre vs Post Correlated T-Tests Across All Sites for Standardized Tests, Tasks, and Talent Assessment Checklist

Tests	Pre	Post	N	T-Value	Two Tailed P-Value
Animal Crackers					
School Enjoyment	7.1 (2.6)*	7.2 (2.4)	50	.24	.811
Purposefulness	7.9 (2.4)	8.3 (2.3)	50	.91	.366
Torrance					
Fluencey	81.1 (13.4)	80.5 (11.4)	50	- .32	.748
Originality	81.5 (7.2)	82.9 (7.8)	50	1.32	.194
Imagination	91.1 (24.5)	91.0 (18.5)	50	- .01	.989
Tasks					
Risk Taking	3.1 (2.1)	3.7 (2.1)	54	1.81	.076
Willingness to Try the Difficult	9.3 (6.3)	9.4 (5.4)	53	.12	.908
Task Persistence	293.7 (191.3)	310.4 (186.1)	55	.60	.553

Talent Assessment Checklist	Pre	Post	N	T-value	Two Tailed P-value
Intellectual	2.7 (.5)	3.0 (.5)	20	4.44	.001
Leadership	2.6 (.4)	3.1 (.3)	7	5.06	.002
Creative	2.0 (1.2)	2.7 (.4)	9	1.77	.114
Reading	2.2 (1.5)	3.5 (.3)	4	1.91	.152
Math	2.8 (.2)	3.0 (.0)	2	3.00	.205
Science	2.4 (1.4)	3.1 (.4)	5	1.15	.316
Music	2.9 (.4)	3.1 (.5)	7	2.14	.076
Psychomotor	2.5 (.6)	2.9 (.4)	11	3.19	.010
Art	2.7 (.5)	3.0 (.6)	8	1.29	.238

Evaluation of the Identification Questionnaire

Evaluation of the Identification Questionaires

The RAPYHT identification process involves two steps: 1) the use of both parent and teacher questionaires, and 2) the use of the Activities for Talent Identification. If children received questionaire scores above a minimum cut-off (8 out of a maximum of 12 points on the teacher questionaire and 10 out of a manimum 12 points on the parent questionaire) in any talent area by either parent or teacher, they were singled out for additional screening. The second step in the identification process was for the teacher to rate children's performance in specific project-developed talent area activities. If children performed adequately on these or additional activities, they were considered eligible for RAPYHT programming. Identified children were then assessed with the project-developed Talent Assessment Checklist, and subsequently Talent Educational Plans were written for the children.

The extent to which parents and teachers agreed on the talent potential of children was examined by correlating teacher ratings with parent ratings. The results showed that there were moderate correlations for ratings on every talent area except science (see Table 8). Parents were considerably higher in their ratings, but the differences were consistent: parents tended to rate their children a point to a point and a half higher than teacher's ratings. These findings suggest that the identification questionnaires can be used effectively by both teachers and parents and that simple mathematical adjustments can be made to compare ratings.

Table 8

RAPYHT Talent Identification Questionaire

Talent Area	N	Teacher Rating	Parent Rating	Correlation r	Correlation p
Intellectual	63	8.8 (1.7)*	9.4 (1.9)	.21	.053
Creative	63	7.6 (1.9)	8.8 (2.1)	.20	.055
Leadership	63	8.0 (2.0)	8.8 (1.7)	.34	.003
Music	63	6.8 (2.0)	8.4 (2.7)	.29	.011
Art	62	6.9 (1.9)	7.2 (2.4)	.38	.001
Math	62	5.7 (1.5)	6.3 (1.8)	.37	.002
Science	62	7.3 (1.6)	7.6 (2.4)	.11	.197
Reading	63	6.6 (1.8)	7.9 (2.2)	.26	.018
Psychomotor	62	8.2 (2.2)	9.2 (2.5)	.45	.001

EVALUATION: COST ANALYSIS

The cost analysis matrix (see Table 9) for this year's 13 sites shows the estimated amount of time personnel have spent on different phases of the RAPYHT program, amount of materials used for different phases, and the amount of money required for implementaing aspects of RAPYHT. The matrix was based on retrospective time estimates by teachers and coordinators and records of materials that RAPYHT supplied to the sites at no cost.

On the average, coordinators spent 38.02 hours/year on all phases of RAPYHT while teachers only spent 24.14 hours/year on all phases of RAPYHT except implementation and evaluation. Implementing instructional planning and evaluating child progress, i.e., actually working with the children, required 14.01 hours/year. Time spent on developing family involvement for identified children was 2.11 hours/year.

Specialized resource personnel were not needed for the program at any of the sites. Two sites reported the use of ancillary staff members, a gifted/talented teacher at East Brunswick, New Jersey, and a learning disabled teacher and a psychologist at Rockaway Township, New Jersey, and one site in Denver, Colorado utilized the services of a student from the gifted/talented program at the University of Denver; all helped to administer tests to the children. Only one site reported the need for additional secreterial services, for duplicating materials at Rockaway Township, New Jersey.

Less than four sites required extra expenditures, $13.13, for materials and equipment, $100.00, for substitute teachers, $85.00, for duplicating materials, $22.50 for phone calls, and $47.00 for consultant transportation.

The cost analysis data shows RAPYHT to have continued as an economical program with teacher released time being the main expenditure involved in implementation.

Table 9

Cost Analysis Matrix for Replication Sites 1981-1982

RESOURCES	PROGRAM COMPONENTS								
	Talent Screening	Talent Identification	Talent Assessment	Talent Programming	Evaluating Child Progress	Demonstration and Dissemination	Developing Family Involvement	Other	Average Total Time per Year
I. Personnel									
Coordinator	7.78 hr/yr	5.06 hr/yr	6.72 hr/yr		12.57 hr/yr	10.5 hr/yr			38.02 hrs.
Teacher	8.18 hr/yr	8.22 hr/yr	5.63 hr/yr	8.04 hr/yr	5.97 hr/yr		2.11 hr/yr		38.15 hrs.
Ancillary staff					12.00 hr/yr*		2.5 hr/yr*		14.5 hrs.
II. Materials (Average number across 13 sites)									Average Total Number of Materials provided by RAPYHT
Evaluation forms	1	17	1	4			2	11	36
Handouts	18	7		77	23	5	36	24	380
Worksheets	24	16	9	99	33	3	26	3	213
Manuals	6	6	6	86					104
III Expenditures									Average Total Expenditures
Materials/Equipment				$13.13*					$ 13.13
Substitute Teachers								$100.00*	$100.00
Duplicating				$85.00					$ 85.00
Phone Calls								$ 22.50*	$ 22.50
Transporting Trainors								$ 47.00*	$ 47.00

*4 sites of less

Appendix A

Letters of Support

CHERRY CREEK SCHOOLS

Pupil Services
Holly Ridge Center
3301 South Monaco Boulevard
Denver, Colorado 80222
757-6201

June 15, 1982

Elayne Tiritilli
Assistant Director
RAPYHT Project
Colonel Wolfe School
403 E. Healey
Champaign, IL 61820

Dear Elayne,

Excuse this delay in a long overdue letter to you thanking you for your help in initiating the RAPYHT Project into the CHEER Program in Cherry Creek schools. With your understanding and sincere cooperation, we were able to turn a poor situation into a very worthwhile activity for teachers, children and staff.

We look forward to a continued affiliation with RAPYHT in the future. We feel that it is worthwhile and relevant as a part of meeting needs of gifted and talented handicapped children.

Thanks again for your help.

cc: Ken Seeley
Sandi West-Goldberg

UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER

4200 EAST NINTH AVENUE
DENVER, COLORADO 80262

JOHN F. KENNEDY
CHILD DEVELOPMENT CENTER
Telephones 394-7224
394-7940

WILLIAM K. FRANKENBURG, M.D.
DIRECTOR

January 28, 1982

Dr. Merle B. Karnes, Director
University for Child Behavior & Development
University of Illinois at Urbana - Champaign
Colonel Wolfe School
403 East Healey Street
Champaign, IL 61820

Dear Merle:

It is my pleasure to endorse the project for identifying and serving young gifted handicapped children (RAPHYT). There are a number of reasons for my enthusiasm. First, the project is a well conceived and timely design for establishing strategies within local school districts to serve a unique population.

Second, this project has important resources that can and have worked coordinately in developing a blend of research and service at the program level. This effort is bound to lead to an even more cooperative design.

Thirdly, this project should effect positive future developments for high risk children. The proposal that is being prepared is designed to impact on the present as well as the future of gifted handicapped education. It should also have important preventive implications to serve this unique population.

Fourthly, this project has outstanding resources and personnel. Dr. Karnes has extensive experience and excellent staff, a credit to the overall early childhood special education effort.

I, and the many professionals who have felt the impact of the RAPHYT project, sincerely hope that the University of Illinois request is given utmost consideration by the federal government in that they have demonstrated a high professional quality of service and research. I am certain that through their continued support we will be able to produce the same level of quality for this target population in the greater Denver area.

Sincerely,

Kathleen M. Sullivan

Kathleen M. Sullivan, Ph.D.
Site Coordinator, Jefferson County

jac

Enclosures

THE UNIVERSITY OF COLORADO IS AN EQUAL OPPORTUNITY EMPLOYER

UNION CITY PUBLIC SCHOOLS
OFFICE OF GIFTED AND TALENTED
JEFFERSON MAGNET SCHOOL
3400 PALISADE AVENUE
UNION CITY, NEW JERSEY 07087

BARBARA STROBERT
Coordinator — G/T Programs
(201) 348-5978

FRANK R. ALVAREZ
Convocation Model Project
(201) 348-5613

January 26, 1982

Dr. Merle B. Karnes
Institute for Child Behavior and
Development
Colonel Wolfe School
403 East Healey St.
Champain, Illinois 61820

Dear Dr. Karnes,

Union City has been selected by the N.J. State Department of Education as a site for the RAPYHT project. I am writing this letter to tell you how appreciative we are to have this opportunity for our children.

We are an urban area with a large proportion of disadvantaged and/or minority students. We are acutely aware of the need to identify and develop talent potential at the earliest age possible. While this is important for all children, it is especially important for the children in our district who frequently enter school with extremely limited language backgrounds.

Our staff has been carefully reviewing the RAPHYT materials. They are very pleased with both the classroom activity suggestions and the diagnostic testing procedures. We are confident that these materials will be invaluable to us now and for the future.

We are being assisted in the project by a member of your staff, Jane Amudsen. She is extremely knowledgeable and perceptive. Her suggestions should result in the improvement of our pre-school program in general and in serving students identified as potentially gifted.

Again, thanks to you and your staff our children will have opportunities to develop their potential at the earliest possible age.

Sincerely,

Barbara Strobert

Barbara Strobert
Coordinator, Gifted/Talented

TOWNSHIP OF UNION SCHOOLS

Union, Union County, N. J. 07083

OFFICE OF COMMUNITY RELATIONS
VERNELL V. WRIGHT, Director
and Title I Coordinator

LIVINGSTON SCHOOL
MIDLAND BOULEVARD
UNION, NEW JERSEY 07083
686-1200, Ext. 255

December 15, 1981

Dr. Merle B. Karnes, Director
R.A.P.Y.H.T. Project
University of Illinois
Institute for Child Behavior and Development
403 East Healey
Champaign, Illinois 61820

Dear Dr. Karnes:

The Township of Union Public School District is currently involved in the R.A.P.Y.H.T. Project, as sponsored through the New Jersey Department of Education's Branch of Special Education and Pupil Personnel Services. Three of our Preschool/Head Start centers are participating with the technical assistance of your Outreach Specialist, Ms. Jane Amundsen.

We are pleased to lend our support to the R.A.P.Y.H.T. Project. The three teachers that will be serving as replication/demonstration site staff are Mrs. Michele Du Biel, Mrs. Arlene La Salvia, and Mrs. Karen People. To date, the initial evaluations have been completed and Ms. Amundsen has made two separate training visits. All project materials have been received, and our progress is steady. The R.A.P.Y.H.T. philosophy of emphasizing the strengths of handicapped students blends well with our district's mainstreaming approach to enhance self-image and development of the young handicapped child's maximum potential. Programming for individual strengths is the intended impact of our public school system, as well as the premise upon which the R.A.P.Y.H.T. Project has been developed.

Kindly contact me directly if you want additional specific information about our implementation of your program.

Yours truly,

Vernell Wright

Vernell Wright
Director

VW/lr

THE TINTON FALLS SCHOOLS
ADMINISTRATIVE OFFICES
MAHALA F. ATCHISON SCHOOL
961 SYCAMORE AVENUE
TINTON FALLS, NEW JERSEY 07724

DR. LARRY ASHLEY
SUPERINTENDENT
ACTING BOARD SECRETARY/BUSINESS MANAGER

TELEPHONE NUMBERS:
SUPERINTENDENT -
201-542-0444
201-542-0484
BUSINESS OFFICE -
201-542-0187

December 15, 1981

RAPYHT Project
University of Illinois
Institute for Child Behavior and Development
403 East Healey
Champaign, Illinois 61820

Dear Dr. Karnes:

As a newly chosen Replication/Dissemination Site for Project RAPYHT, I would like to share with you the enthusiasm with which Tinton Falls approaches this venture. Of foremost importance in our involvement is the emphasis which is placed on the strengths of our handicapped youngsters providing parents, teachers and hopefully the children themselves with a new perspective of each individual child.

Although we are yet in our identification stage, the visits from Ms. Amundsen, as the RAPYHT representative, have been a very realistic and helpful approach in acquainting us with the program. We look forward to the RAPYHT curriculum ideas and activities which we will be implementing with the students selected, as well as the positive effects within each group as a whole.

Yours truly,

Mary Ann Smorra Bistocchi, Ed.D.
Director/Teacher
Gifted and Talented Program

JEEPH

JOINT EARLY EDUCATION
FOR THE PRESCHOOL HANDICAPPED

Colonel Wolfe Preschool
403 East Healey Street
Champaign, Illinois 61820
217-333-4892

January 20, 1982

Dr. Merle B. Karnes
Colonel Wolfe School
403 E. Healey
Champaign, IL 61820

Dear Dr. Karnes:

The JEEPH Staff is indebted to the RAPYHT Outreach Progra, its materials and staff, for encouraging a more positive approach in our preschool special education classrooms.

Due to the use of the talent checklist in all classes, our teachers are now consistently focusing on the children's strengths (or talent/potential talent, as the case may be) rather than dealing only with their deficits. This has definitely aided our efforts to program for the development of the "whole child," whether or not she/he has any particular talent. It is my opinion that any preschool special education program could accrue similar benefits by utilizing the RAPYHT approach.

The RAPYHT Staff has been very cooperative in working with us, providing the necessary training and technical assistance to fulfill our mutual goal of optimum educational experiences for all the children we serve.

I wholeheartedly endorse the goals of the Outreach Program and look forward to continued association with the RAPYHT Staff in the future.

Very truly yours,

D. Ruth Esry

D. Ruth Esry, MSW/CSW
Assistant Program Coordinator

EAST BRUNSWICK
PUBLIC SCHOOLS
EAST BRUNSWICK NEW JERSEY 08816 PHONE 201-257-6300
CURRICULUM CENTER, KOSSMAN STREET

December 10, 1981

Dr. Merle Karnes
c/o Project RAPYHT
Colonel Wolfe School
403 East Healey Street
Champaign, Illinois 61820

Dear Dr. Karnes:

I am writing to acknowledge the very fine assistance that we have received from Ms. Jane Amundsen as we have begun to implement Project RAPYHT.

We are especially pleased to be participating in Project RAPYHT because of the direct benefits that we envision it will provide for our youngsters and because its operation will help to foster the attitude among professionals and laypersons alike that "handicapped" and "gifted" labels are not necessarily mutually exclusive classifications. As a measure of our district's commitment, we are planning to hire additional staff next year so that we can expand the concept beyond our pre-school classrooms.

We hope that you will receive additional funding so that you can continue the project including, we hope, providing additional technical assistance to us as our program grows.

Yours truly,

Robert A. Ginsberg

Robert A. Ginsberg
Coordinator, Program for
the Gifted and Talented

RAG:br

Rantoul City Schools
District 137
Champaign County
DAVID D. GLISSON, Superintendent
400 East Wabash Avenue
Rantoul, Illinois 61866

January 19, 1982

Dr. Merle Karnes
Institute for Child Behavior and Development
403 E. Healey Street
Champaign, IL 61820

Dear Dr. Karnes:

As the Administrative Agent for the Rural Champaign County Special Education Cooperative, I am very pleased to write in behalf of the fifteen school districts concerning your RAPYHT program. During the last five years, your RAPYHT program has become an integral part of our pre-school handicapped program. We feel it not only serves as a model program, but allows the quality so necessary in meeting the needs of handicapped youngsters. The Rural Champaign County Special Education Cooperative in conjunction with its joint agreement with the Joint Early Education Program for the Pre-school Handicapped will provide the following support for the 1982-83 school year:

Two teachers and two teacher aides, trained and certified in accordance with the rules and regulations that govern Special Education in the state of Illinois; and related support services in the form of psychological, speech-language and transportation services.

We are pleased that the program will again be housed at the Col Wolfe School, which also includes the Early Childhood program. We feel this program benefits greatly from the observation booths and classrooms that are available in this facility. Please let me know if our cooperative can assist in any other way in helping this program be successful.

Thank you so much for your cooperation.

Sincerely,

David D. Glisson

David D. Glisson
Superintendent
Administrative District
Rantoul City Schools, Distr. 137

DDG:na

CHERRY CREEK SCHOOLS

Holly Ridge Center
3301 South Monaco Boulevard
Denver, Colorado 80222
(303) 757-6201

January 20, 1982

Merle Karnes
RAPYHT Project
University of Illinois
Institute for Child Behavior and Development
403 E. Healey
Champaign, Illinois 61820

Dear Dr. Karnes,

This letter is written in support of the RAPYHT Project and coordination with the CHEER Program in the Cherry Creek School District. The CHEER Program staff has been pleased with the quality of inservice training provided by Elayne Tiritilli, the flexibility of the RAPYHT training and the varied attempts made to match services to needs in this district. We look forward to a year of input from your Project. We feel the effects will be long lasting in curriculum planning for our young handicapped children with special talents.

Sincerely,

Sandra F. Fest-Goldberg
CHEER Program Team Leader

Lyle Johnson
Director of Pupil Services
And Special Education

SWG:ph

Appendix B

Newly Developed Materials

RAPYHT

COMPONENT ASSESSMENT & PROGRAMMING GUIDE

1981

Merle B. Karnes, Deborah Steinberg, James G. Brown, Allan Shwedel

RAPYHT Project
University of Illinois
Institute for Child Behavior and Development
403 E. Healey
Champaign, Illinois 61820

The goals of this guide are threefold:

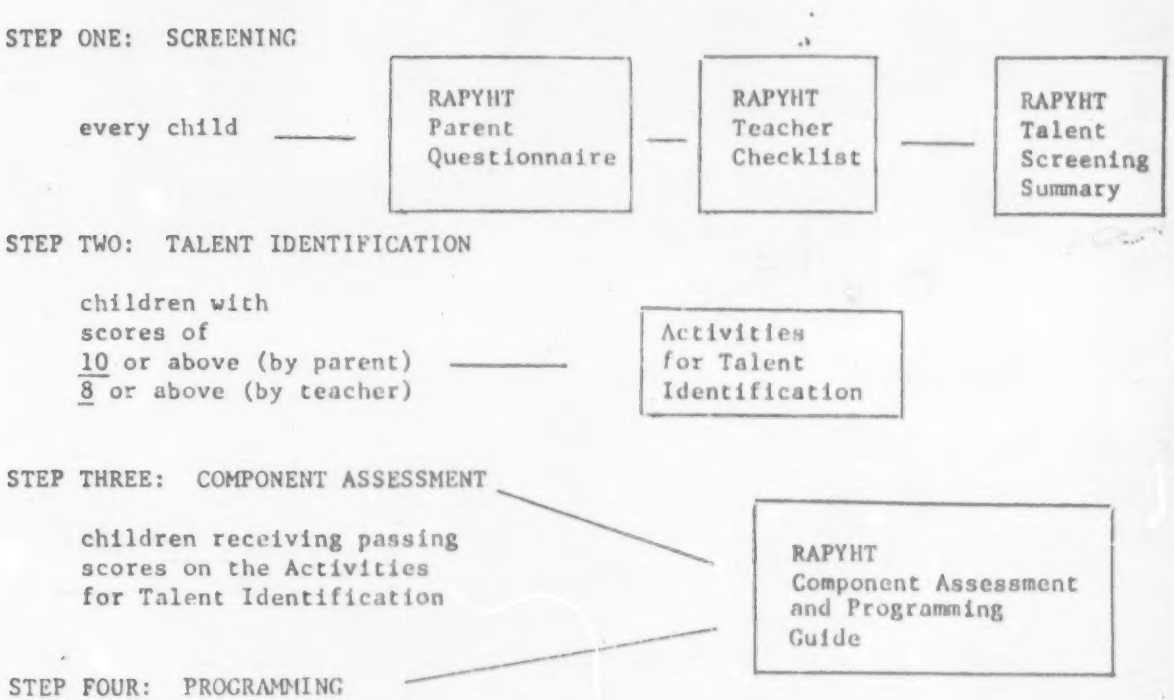
1. To assess a child's level of functioning in components of a talent area.

2. To provide information for program planning and implementation.

3. To evaluate a child's progress in components of a talent area.

This guide is used to fulfill Steps Three and Four of the RAPYHT process reviewed below.

The RAPYHT Process


STEP ONE: SCREENING
every child
RAPYHT Parent Questionnaire
RAPYHT Teacher Checklist
RAPYHT Talent Screening Summary
STEP TWO: TALENT IDENTIFICATION
children with scores of 10 or above (by parent) 8 or above (by teacher)
Activities for Talent Identification
STEP THREE: COMPONENT ASSESSMENT
children receiving passing scores on the Activities for Talent Identification
RAPYHT Component Assessment and Programming Guide
STEP FOUR: PROGRAMMING

Components of Creative Talent

Creativity is obviously a multi-dimensional concept made up of a number of behavior factors. Creative children are variously described as being original, independent, imaginative, adaptable, etc. In order to assess a child's talent in detail, RAPYHT has divided behaviors frequently mentioned in research and writing on creativity as being indicative of creative talent into four component groups:

Fluency and Flexibility of Ideas

Originality, Independence, Autonomy

Elaboration, Humor, Complexity

Imagination and Fantasy

Using the Guide to Assess Level of Functioning in Components of Talent

Children exhibit behaviors and attitudes in the classroom, some subtle and some obvious, that indicate their level of functioning within a component of creative talent. Evaluation proceeds by rating an identified child on the behaviors described in the component assessment section of this guide. Teachers rate behavioral items on a four-point scale as:

3 = being consistently exhibited at all appropriate times;

2 = usually being present

1 = seldom being present

0 = never being present.

Ratings should be based on the teacher's overall knowledge of the child. Teachers should first familiarize themselves with all the items to be rated in each component. Teachers should then set aside at least one week for naturalistic observation of an identified child. This means that the teacher should be particularly observant of behaviors that are relevant to assessment items as the child naturally participates in structured or unstructured classroom situations. Anecdotal records and recall may also be helpful for completing the assessment. An important point to stress, particularly in the case of children with specific handicaps or developmental delays, is that language need not be the only behavior on which assessment is based. Children's physical manipulations of materials and nonverbal responses, such as expressions or gestures, can also be sources of information.

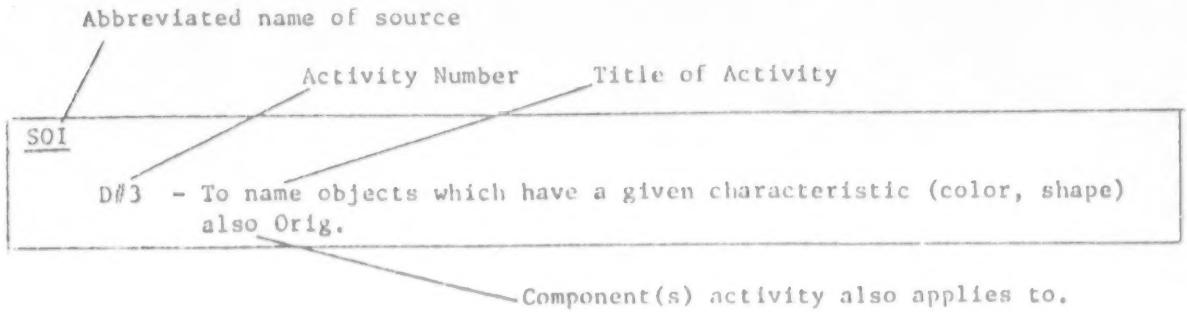
Component assessment is finalized, after at least one week of naturalistic observation, by writing in ratings (0-3) for each item at Level I of a component. The teacher then obtains the total score and resorts to the score interpretation included at each component level for further directions. If directed to assess the child at a higher level, the teacher continues by rating each item at the prescribed level and again follows the score interpretation at this level.

Using the Guide for Program Planning and Implementation

When component assessment has been completed, the teacher will have a more detailed picture of an identified child's talent. A child may be functioning highly in one particular component group, but may show less well-developed abilities in another component. In other words, component assessment enables the teacher to diagnose a child's strengths and weaknesses within a talent area. This information can then be used to structure goals for a child's IEP or TEP.

Whether IEP/TEP goals should concentrate on component strengths or weaknesses is a decision best made by the teacher who has knowledge of a child's overall needs and situation. It is suggested that fostering growth in areas of weakness should be <u>at least</u> partially pursued, the reasoning being that the more highly functioning a child is in <u>each component</u> of a talent area, the better developed his or her talent should become. How many components should be worked on in a given period of time is another decision best made by the teacher. In either case, items from the component assessment section of the guide can be used by the teacher to develop specific behavioral objectives or goals for the IEP/TEP.

Once goals have been established, activities suitable to the child's level of functioning should be implemented. The RAPYHT guide includes an "Index of Activities" for this purpose. Teachers are directed by the scoring interpretation included in component assessment to activities appropriate to a child's level of functioning in each component. The teacher proceeds to look up the component of interest in the Table of Contents that applies to the child's identified talent area. The teacher then finds the page that activities at the child's level begin on. The following sample of an "Index" entry is keyed to explain the information included in the "Index."


Abbreviated name of source
Activity Number
Title of Activity
SOI
D#3 - To name objects which have a given characteristic (color, shape)
also Orig.
Component(s) activity also applies to.

In most cases, titles can be used to make preliminary decisions as to which activities best fit with teacher/classroom approach and with a child's IEP/TEP goals. The next step is for the teacher to read over the activity, decide how and when it can be implemented, if any special arrangements or materials are required, and whether or not the activity should be planned solely for the identified child, for a small group, or for the class as a whole. RAPYHT teachers in the past have reported being pleased with the response to activities by children other than those identified in the talent area.

Using the Guide to Evaluate Progress

The guide has provided for assessment of strengths and weaknesses in talent components and for planning to meet a child's assessed needs. The final goal of the guide is to evaluate a child's progress after a program has been implemented. Has the child's level of functioning increased in a component? Does the child attain a higher score on items at the level he or she was initially placed at? Is the child perhaps ready to move to higher-level activities? Answers to these questions are obtained by once again rating the child on components and items in his or her identified talent area after a period of program implementation. The teacher should complete a new component assessment section for the talent area without reference to the child's previous ratings. The teacher should follow the same procedure used for initial rating. RAPYHT requires evaluation of progress (reassessment on component items) at the end of the school year.

Summary: Assessment, Planning, Evaluation

Component Assessment

___ 1. Become familiar with all items in all components of the child's identified talent area.

___ 2. Observe identified child for at least one week keeping the items for component assessment in mind.

___ 3. Use the 0-3 scale to rate the child on all components (of the identified talent area). Rate each item at Level I first, total scores, and follow score interpretation.

3 = Behavior described in the item is consistently exhibited at all appropriate times in the classroom situation.

2 = Behavior described in the item is usually present in the classroom situation.

1 = Behavior described in the item is seldom present in the classroom situation.

0 = Behavior described in the item is never present in the classroom situation.

___ 4. Use score interpretation to find child's level functioning for activities.

Planning and Implementation

___ 1. Decide, on basis of child's overall IEP, which components to develop (all components in a talent area may be developed).

___ 2. Use behaviors described at child's level of functioning in a component to write IEP/TEP goals.

___ 3. Use the "Index of Activities" for the appropriate talent area to find activities suitable for child's level.

___ 4. Implement a teacher-selected series of activities.

Evaluation of Progress

___ Follow steps in "Component Assessment" above to reassess child at the end of the school year.

COMPONENT ASSESSMENT

Creative Talent

Level I

__1) Child contributes at least two different ideas or answers during a group discussion about familiar themes, objects, or materials.

__2) Child eagerly examines differences and similarities, compares and contrasts, when dealing with familiar themes, objects or materials.

__3) Child is noticeably involved and enthusiastic when making a product or completing a task with familiar themes, objects, or materials when directions are nonspecific (i.e., open-ended).

__4) Child eagerly changes approaches or ideas in a task, discussion, or problem-solving session dealing with familiar themes, objects, or materials.

__5) Child generates at least two different ideas for a given task or situation in nonverbal activities (i.e., in movement, music, or art works).

__6) Child applies an original idea to transform or rearrange familiar themes, objects, or materials.

Level II

__1) Child contributes at least two different ideas during group discussions dealing with social skills, moral or ethical issues.

__2) Child eagerly examines differences and similarities, compares and contrasts, when forming opinions, judgments, or solutions about remote themes and objects (i.e., themes or objects that are abstract or are removed from the child's experience in terms of time, place, emotional or physical state).

__3) Child is an enthusiastic participant in open-ended discussions.

__4) Child generates at least two problem-solving ideas or answers in more complex situations (i.e., situations where several facts, details, ideas, or consequences must be taken into account).

__5) Child can change approaches in a more complex situation (see #4).

Level I

__7) Child plays with, manipulates, or rearranges ideas or materials before settling on one finished product or before losing interest in the task.

___ TOTAL

SCORE INTERPRETATION

0-18 use Level I activities
18-21 assess on Level II

Level II

__6) Child generates at least two ideas in nonverbal activities that require consideration of several facts, details, consequences, or that require dealing with remote themes or objects (see #2).

___ TOTAL

SCORE INTERPRETATION

0-3 use Level I activities
4-8 use Level I, gradually introduce Level II activities
9-18 use Level II activities

Level I

__1) When giving answers in a group situation, child gives a different answer than those previously contributed by others.

__2) Child strives to make products which differ from others.

__3) Child's enthusiasm and interest is sparked by unusual, off-beat, topics and materials.

__4) Child gives novel (highly unusual) answers or solutions in familiar tasks and activities.

__5) Child plays productively by self.

__6) Child is highly interested in subjective concerns like feelings, emotions, artistic expression.

___ TOTAL

SCORE INTERPRETATION

0-14 use Level I activities
15-18 assess on Level II

Level II

__1) Child forcefully presents own ideas and opinions at group time and resists suggestion or pressure to change ideas and opinions.

__2) Child uses novel (highly unusual) ideas and approaches to provide practical solutions to problems.

__3) Child displays high involvement and concentration in tasks that require or allow for a personal statement or judgment (i.e., open-ended, expressive, or artistic tasks).

__4) Child responds in unexpected ways in many situations.

___ TOTAL

SCORE INTERPRETATION

0-2 use Level I activities
3-5 use Level I, gradually introduce Level II activities
6-12 use Level II activities

Level I

__1) Child elaborates (embellishes, embroiders) familiar themes, objects or materials by adding details (descriptions, images, factual information, or speculations).

__2) Child elaborates (embellishes, embroiders) familiar themes, objects or materials by reinterpreting with playful, humorous, or silly approaches.

__3) Child elaborates (embellishes, embroiders) familiar themes, objects or materials by rearranging given ideas, products, or approaches to make a more appealing (interesting, attractive, accurate) statement.

__4) Child elaborates (embellishes, embroiders) familiar themes, objects or materials by combining several isolated facts, details, aspects.

__5) Child eagerly pursues activities that require judgments and decision-making with regard to familiar themes, objects, or materials.

__6) Child shows evidence of considering more than one aspect or point of view in dealing with familiar themes, objects, or materials.

___TOTAL

SCORE INTERPRETATION

0-14 use Level I activities
15-18 assess on Level II

Level II

__1) Child pursues activities and lines of thought that require abstract reasoning in general.

__2) Child pursues activities and lines of thought that require reasoning about ethical, moral, social or aesthetic issues.

__3) Child eagerly engages in judgments and decisions about ethical, moral, social, or aesthetic issues or products.

__4) Child contemplates and considers remote information and points of view (i.e., abstract, or removed from the child's experience in terms of time, place, emotional or physical state).

__5) Child combines, unifies, or considers several different ideas or opinions in forming a personal judgment.

__6) Child reacts with puns, witticisms, irony, sarcasm, or successfully comic gestures and behaviors to interpret or express themes or ideas.

___TOTAL

SCORE INTERPRETATION

0-3 use Level I activities
4-8 use Level I, gradually introduce Level II activities
9-18 use Level II activities

Level I

__1) Child eagerly participates in nonverbal activities (i.e., movements, drawings) about familiar themes, objects, materials.

__2) Child can visualize things in his/her "mind's eye," i.e., appears to derive information from visual images of things not present at the time.

__3) Child can change, substitute, or elaborate familiar themes, objects or materials on the basis of mental images.

__4) Child tells or acts out stories or vignettes to illustrate familiar themes or experiences.

__5) Child enjoys listening to stories that go beyond the limits of reality, i.e., fantasy stories.

__6) Child tells or acts out stories that stretch the limits of reality, i.e., fantasy stories.

__7) Child spends time at role-play based on everyday observations (mother, father, teacher, TV super heroes, etc.)

Level II

__1) Child eagerly and proficiently participates in nonverbal activities about remote themes or objects (i.e., abstract, or removed from the child's experience in terms of time, place, emotional or physical state).

__2) Child tells or acts out interesting stories that present a number of details or ideas in logical sequence.

__3) Child tells or acts out stories which include several fantastic details or a well-developed fantasy theme.

__4) Child uses consistent and well-developed characterization(s) in role-play based on observation.

__5) Child uses consistent and well-developed characterization in fantasy play.

__6) Child derives information from sensory images <u>other than</u> visual images, i.e. on the basis of taste, smell, or auditory memory.

__7) Child is adept at expressing (in words or gestures) sensory images.

Level I

__8. Child spends time at fantasy role-play.

____ TOTAL

SCORE INTERPRETATION

0-19 use Level I activities
20-24 assess on Level II

Level II

__8) Child is resourceful in using images of things not present to change themes, objects, or materials or to solve problems in general.

__9) Child is excited by discussions, questions, information about the irrational, occult, mysterious.

___ TOTAL

SCORE INTERPRETATION

0-5 use Level I activities
6-10 use Level I, gradually introduce Level II activities
11-27 use Level II activities

INDEX OF ACTIVITIES

Creative Talent

Sources

Structure of Intellect Lesson Plans
(SOI)

Divergent (D)
Convergent (C)
Evaluative (E)

Home Based Structure of Intellect Activities
(HBSOI)

Divergent (DH)
Evaluative (EH)

Nurturing Creative Talent in
Early Childhood
(NTC)

CONTENTS

Page

Fluency and Flexibility of Ideas

Level I 1
Level II 4

Originality, Independence, Autonomy

Level I 7
Level II 9

Elaboration, Humor, Complexity

Level I 11
Level II 13

Imagination and Fantasy

Level I 16
Level II 18

Fluency and Flexibility of Ideas

Level 1

SOI

D#3 - To name objects which have a given characteristic (color, shape)
also Orig.

D#4 - To add distinguishing features to identical pictures

D#6 - To name circular (rectangular, triangular) objects

D#7 - To interpret an inkblot in alternate ways
also Orig.

D#11 - To tell ways in which dissimilar objects are nevertheless alike

D#14 - To make an original picture by gluing materials onto paper
also Orig.

D#16 - To suggest uses for a length of string
also Orig., Elab., Imag.

D#17 - To give directions using blocks (or other small objects) for others to follow
also Orig.

D#19 - To draw several pictures that meet a given criterion such as color, shape, or function

D#20 - To name three objects or qualities associated with a given color
also Elab.

D#22 - To suggest ways to improve a given toy

D#24 - To name a person who might use two given objects and to tell how that person would use them
also Elab., Imag.

D#27 - To name objects that could be used in place of a given object
also Orig., Imag.

D#33 - To contribute ideas to a story composed in common with several children
also Imag.

D#39 - To use the hands to represent objects and actions
also Imag.

D#40 - To supply new or unusual word in place of a key word in a familiar story
also Orig., Imag.

D#54 - To answer questions which extend the actions of familiar nursery rhymes
also Imag.

C#34 - To name something liked and something disliked about a familiar experience

E#29 - To decide on dialogue appropriate to a given facial expression and body attitude
also Elab.

HBSOI

DH#2 - Moving like a make-believe animal
also Orig., Imag.

DH#3 - Naming things that move fast and slow
also Imag.

DH#5 - Rhyming words

DH#7 - Thinking of names for pets

DH#12 - Making changes
also Orig.

DH#13 - Making a bug from scraps
also orig., Elab., Imag.

DH#19 - Making someone happy, making someone sad
also Elab.

DH#21 - Naming items that could be carried in a bag, box, and purse

DH#23 - Moving along a trail
also Orig., Imag.

DH#26 - Telling a story
also Orig., Elab., Imag.

DH#27 - Moving a ball
also Orig.

DH#28 - Rocking to music
also Orig.

DH#30 - Changing a story
also Imag.

DH#34 - Creating clown faces

DH#37 - Making identical things look different

DH#38 - Naming different types of hats
also Orig., Imag.

DH#40 - Naming objects of a given color
also Imag.

DH#46 - Moving in a variety of ways
also Imag.

DH#48 - Contributing ideas to a shopping list

DH#49 - Making three identical things look different
also Orig.

EH#15 - Identifying the object that does not have a use similar to three other objects

EH#23 - Determining what material would make the softest bed
also Elab.

EH#24 - Deciding if a group of shapes contains the shapes necessary to reproduce a given picture
also Elab.

EH#26 - determining the best drink for a given situation
also Elab.

EH#29 - Making sounds
also Orig., Elab.

EH#47 - Choosing the object which best meets given criteria
also Elab.

NTG

"Goal Areas and Activities" (pp. 10-14)
D. #1, 2 (pp. 12-13) To increase production of original or unusual ideas

E. #1, 2, 3 (p. 13) To increase fluent production of ideas

Fluency and Flexibility of Ideas

Level II

SOI

D#5 - To incorporate a basic shape into a drawing
also Orig.

D#8 - To name two ways to recognize his/her mother

D#9 - To suggest homes for imaginary creatures
also Orig., Imag.

D#10 - To list consequences of being only two inches tall
also Elab., Imag.

D#12 - To name objects (animate or inanimate) that exhibit a given characteristic

D#15 - To tell three ways that pictures are alike
also Orig., Elab., Imag.

D#18 - To suggest alternate explanations for a given sound

D#21 - To arrange or use a given set of materials in at least three different ways
also Orig.

D#35 - To suggest alternate options if given items did not come in pairs
also Orig.

D#37 - To name ways in which natural elements help us

D#41 - To suggest consequences of growing older
also Orig., Imag.

D#42 - To produce a model of a vehicle from a given set of materials

D#43 - To initiate at least two pieces of information from the point of view of an inanimate object
also Orig., Elab., Imag.

D#45 - To devise solutions to problems involving child behavior
also Orig., Elab., Imag.

D#46 - To devise solutions to everyday problems
also Orig., Elab., Imag.

D#47 - To devise solutions to problems in an imaginative (nonrealistic) setting
also Orig., Imag.

D#50 - To state advantages and disadvantages of a given situation
also Orig., Elab., Imag.

D#59 - To classify eight figures in alternate ways
also Elab.

E#26 - To identify the part of a sentence or story that does not make sense and to tell why it does not make sense
also Elab.

E#31 - To suggest ways to overcome an obstacle and to decide on one method
also Orig., Imag.

E#35 - To offer solutions to a problem story and to justify a final choice
also Imag.

E#36 - To list advantages and disadvantages of a change in appearance, to decide whether or not such a change is desirable, and to justify that decision
also Elab., Imag.

E#39 - To state one positive and one negative feature about snow and rain and to decide if that kind of weather is desirable
also Elab.

E#43 - To determine the pros and cons of coming to school
also Elab.

HBSOI

DH#10 - Planning special parties
also Elab.

DH#11 - Pantomiming a message
also Imag.

DH#15 - Stating advantages and disadvantages of a given situation
also Elab., Imag.

DH#16 - Solving everyday problems
also Elab.

DH#17 - Naming foods that are sweet and foods that are salty
also Imag.

DH#20 - Naming things with holes and things that roll
also Orig.

DH#25 - Making an obstacle course
also Orig., Imag.

DH#29 - Naming props for a story
also Orig., Imag.

DH#31 - Naming newly discovered (pretend) plants
also Orig., Imag.

DH#32 - Suggesting toys that can be made from scraps

DH#33 - Naming consequences of it being always daytime or always nighttime
also Elab., Imag.

DH#42 - Demonstrating ways to get over an obstacle
also Orig., Imag.

DH#45 - Making a variety of designs
also Orig.

DH#47 - Thinking of ways to recycle materials
also Orig., Elab., Imag.

DH#50 - Telling ways family members are alike

EH#13 - Choosing the most appropriate emotion for a given situation
also Elab.

NTC

"Goal Areas and Activities" (pp. 10-14)

D. #1, 2 (pp. 12-13) To increase production of original or unusual ideas
also Orig.

F. (p.14) To increase flexibility in thinking
also Elab., Imag.

Originality, Independence, Autonomy

Level I

SOI

D#3 - To name objects which have a given characteristic (color, shape)
also Fluency and Flex.

D#7 - To interpret an inkblot in alternate ways
also Fluency and Flex.

D#14 - To make an original picture by gluing materials onto paper
also Fluency and Flex.

D#16 - To suggest uses for a length of string
also Fluency and Flex., Elab., Imag.

D#17 - To give directions using blocks (or other small objects) for others to follow
also Fluency and Flex.

D#27 - To name objects that could be used in place of a given object
also Fluency and Flex., Imag.

D#40 - To supply a new or unusual word in place of a key word in a familiar story
also Fluency and Flex., Amag.

E#37 - To determine an appropriate name for a particular animal
also Elab.

HBSOI

DH#2 - Moving like a make-believe animal
also Fluency and Flex., Imag.

DH#12 - Making changes
also Fluency and Flex.

DH#13 - Making a bug from scraps
also Fluency and Flex., Elab., Imag.

DH#23 - Moving along a trail
also Fluency and Flex., Imag.

DH#26 - Telling a story
also Fluency and Flex., Elab., Imag.

DH#27 - Moving a ball
also Fluency and Flex.

DH#28 - Rocking to music
also Fluency and Flex.

DH#38 - Naming different types of hats ("other things to do")
also Fluency and Flex., Imag.

DH#49 - Making three identical things look different
also Fluency and Flex.

EH#29 - Making sounds
also Fluency and Flex., Elab.

NTG

"Goal Areas and Activities" (pp. 10-14)

A. #1, 2, 3, 4, 5, 8 (pp. 10-11) To increase productive use of fantasy and creations
also Imag.

B. #4, 5 (pp. 11-12) To increase story telling skills

Originality, Independence, Autonomy

Level II

SOI

D#5 - To incorporate a basic shape into a drawing
also Fluency and Flex.

D#9 - To suggest homes for imaginary creatures
also Fluency and Flex., Imag.

D#15 - To tell three ways that pictures are alike
also Fluency and Flex., Elab., Imag.

D#21 - To arrange or use a given set of materials in at least three different ways
also Fluency and Flex.

D#25 - To suggest how a familiar object could be transformed to serve a new function
also Elab., Imag.

D#26 - To pantomime a given message
also Elab., Imag.

D#35 - To suggest alternate options if given items did not come in pairs
also Fluency and Flex.

D#36 - To supply information about a nonsense word
also Elab., Imag.

D#41 - To suggest consequences of growing older
also Fluency and Flex., Imag.

D#42 - To produce a model of a vehicle from a given set of materials
also Fluency and Flex., Elab., Imag.

D#43 - To initiate at least two pieces of information from the point of view of an inanimate object
also Fluency and Flex., Elab., Imag.

D#45 - To devise solutions to problems involving child behavior
also Fluency and Flex., Elab., Imag.

D#46 - To devise solutions to everyday problems
also Fluency and Flex., Elab., Imag.

D#47 - To devise solutions to problems in an imaginative (nonrealistic) setting
also Fluency and Flex., Imag.

D#49 - To use two given words in an original statement

D#50 - To state advantages and disadvantages of a given situation
also Fluency and Flex., Elab., Imag.

E#31 - To suggest ways to overcome an obstacle and to decide on one method
also Fluency and Flex., Imag.

HBSOI

DH#20 - Naming things with holes and things that roll
also Fluency and Flex.

DH#25 - Making an obstacle course
also Fluency and Flex., Imag.

DH#29 - Naming props for a story
also Fluency and Flex., Imag.

DH#31 - Naming newly discovered (pretend) plants
also Fluency and Flex., Imag.

DH#42 - Demonstrating ways to get over an obstacle
also Fluency and Flex., Imag.

DH#45 - Making a variety of designs
also Fluency and Flex.

DH#47 - Thinking of ways to recycle materials
also Fluency and Flex., Elab., Imag.

NTG

"Goal Areas and Activities" (pp. 10-14)

A. #1, 2, 3, 6, 7, 8 (pp. 10-11) To increase productive use of fantasy and creations
also Imag.

D. #2 (pp. 12-13) To increase production of original or unusual ideas
also Fluency and Flex.

Elaboration, Humor, Complexity

Level I

SOI

D#16 - To suggest uses for a length of string;
also Fluency and Flex., Orig., Imag.

D#20 - To name three objects or qualities associated with a given color
also Fluency and Flex.

D#24 - To name a person who might use two given objects and to tell how that person would use them
also Fluency and Flex., Imag.

E#29 - To decide on dialogue appropriate to a given facial expression and body attitude
also Fluency and Flex.

E#37 - To determine an appropriate name for a particular animal
also Orig.

E#38 - To name a least favorite activity appropriate to a particular time of day and explain why it is disliked

HBSOI

DH#13 - Making a bug from scraps
also Fluency and Flex., Orig., Imag.

DH#19 - Making someone happy, making someone sad
also Fluency and Flex.

DH#26 - Telling a story
also Fluency and Flex., Orig., Imag.

DH#50 - Telling ways family members are alike

EH#13 - Choosing the most appropriate emotion for a given situation

EH#14 - Deciding whether a situation calls for a loud or a soft noise
also Imag.

EH#23 - Determining what material would make the softest bed
also Fluency and Flex.

EH#24 - Deciding if a group of shapes contains the shapes necessary to reproduce a given picture
also Fluency and Flex.

EH#26 - Determining the best drink for a given situation
also Fluency and Flex.

EH#29 - Making sounds
also Fluency and Flex., Orig.

EH#34 - Judging what items would and would not be useful on a picnic
also Imag.

EH#47 - Choosing the object which best meets given criteria
also Fluency and Flex.

NTG

"Goal Areas and Activities" (pp. 10-14)

C. #1, 2 (p. 12) To increase elaboration

Elaboration, Humor, Complexity

Level II

SOI

D#10 - To list consequences of being only two inches tall
also Fluency and Flex., Imag.

D#15 - To tell three ways that pictures are alike
also Fluency and Flex., Orig., Imag.

D#25 - To suggest how a familiar object could be transformed to serve a new function
also Orig., Imag.

D#26 - To pantomime a given message
also Orig., Imag.

D#36 - To supply information about a nonsense word
also Orig., Imag.

D#42 - To produce a model of a vehicle from a given set of materials
also Fluency and Flex., Orig., Imag.

D#43 - To initiate at least two pieces of information from the point of view of an inanimate object
also Fluency and Flex., Orig., Imag.

D#45 - To devise solutions to problems involving child behavior
also Fluency and Flex., Orig., Imag.

D#46 - To devise solutions to everyday problems
also Fluency and Flex., Orig., Imag.

D#50 - To state advantages and disadvantages of a given situation
also Fluency and Flex., Orig., Imag.

D#52 - To name ways in which the environment has become polluted and to suggest at least one way to improve the environment

D#59 - To classify eight figures in alternate ways
also Fluency and Flex.

E#26 - To identify the part of a sentence or story that does not make sense and to tell why it does not make sense
also Fluency and Flex.

E#36 - To list advantages and disadvantages of a change in appearance, to decide whether or not such a change is desirable, and to justify that decision
also Fluency and Flex., Imag.

E#39 - To state one positive and one negative feature about snow and rain and to decide if that kind of weather is desirable
also Fluency and Flex.

E#43 - To determine the pros and cons of coming to school
also Fluency and Flex.

HBSOI

DH#1 - Describing scenes on an imaginary trip

DH#6 - Providing solutions to pollution

DH#10 - Planning special parties
also Fluency and Flex.

DH#15 - Stating advantages and disadvantages of a given situation
also Fluency and Flex., Imag.

DH#16 - Solving everyday problems
also Fluency and Flex.

DH#24 - Asking questions
also Imag.

DH#33 - Naming consequences of it being always daytime or always nighttime
also Fluency and Flex., Imag.

DH#39 - Supplying dialogue for two characters in a picture

DH#47 - Thinking of ways to recycle materials
also Fluency and Flex., Orig., Imag.

EH#9 - Determining if punishment is fair or unfair in a given situation

EH#13 - Choosing the most appropriate emotion for a given situation
also Fluency and Flex.

EH#30 - Determining what picture best depicts an everyday situation
also Imag.

EH#31 - Considering the pro's and con's of specified occupations

EH#32 - Deciding what type of music best fits a given situation
also Imag.

EH#37 - Family chores
also Imag.

EH#48 - Telling what's wrong with a picture

EH#49 - Describing the best action to take in a given situation

NTG

"Goal Areas and Activities" (pp. 10-14)

C. #2 (p. 12) To increase elaboration

F. (p. 14) To increase flexibility in thinking
also Fluency and Flex., Imag.

Imagination and Fantasy

Level I

SOI

D#16 - To suggest uses for a length of string;
also Fluency and Flex., Orig., Elab.

D#24 - To name a person who might use two given objects and to tell how that person would use them
also Fluency and Flex., Elab.

D#27 - To name objects that could be used in place of a given object
also Fluency and Flex., Orig.

D#33 - To contribute ideas to a story composed in common with several children
also Fluency and Flex.

D#39 - To use the hands to represent objects and actions
also Fluency and Flex.

D#40 - To supply a new or unusual word in place of a key word in a familiar story
also Fluency and Flex., Orig.

D#54 - To answer questions which extend the actions of familiar nursery rhymes
also Fluency and Flex.

HBSOI

DH#2 - Moving like a make-believe animal
also Fluency and Flex., Orig.

DH#3 - Naming things that move fast and slow
also Fluency and Flex.

DH#13 - Making a bug from scraps
also Fluency and Flex., Orig., Elab.

DH#23 - Moving along a trail
also Fluency and Flex., Orig.

DH#26 - Telling a story
also Fluency and Flex., Orig., Elab.

DH#30 - Changing a story
also Fluency and Flex.

DH#38 - Naming different types of hats
also Fluency and Flex., Orig.

DH#40 - Naming objects of a given color
also Fluency and Flex.

DH#46 - Moving in a variety of ways
also Fluency and Flex.

EH#14 - Deciding whether a situation calls for a loud or a soft noise
also Elab.

EH#34 - Judging what items would and would not be useful on a picnic
also Elab.

NTG

"Goal Areas and Activities" (pp. 10-14)

A. #1, 2 (p. 10) To increase productive use of fantasy and creations
also Orig.

B. #1 (p. 11) To increase story telling skills

Imagination and Fantasy

Level II

SOI

D#9 - To suggest homes for imaginary creatures
also Fluency and Flex., Orig.

D#10 - To list consequences of being only two inches tall
also Fluency and Flex., Elab.

D#15 - To tell three ways that pictures are alike
also Fluency and Flex., Orig., Elab.

D#25 - To suggest how a familiar object could be transformed to serve a new function
also, Orig., Elab.

D#26 - To pantomime a given message
also Orig., Elab.

D#36 - To supply information about a nonsense word
also Orig., Elab.

D#41 - To suggest consequences of growing older
also Fluency and Flex., Orig.

D#42 - To produce a model of a vehicle from a given set of materials
also Fluency and Flex., Orig., Elab.

D#43 - To initiate at least two pieces of information from the point of view of an animate object
also Fluency and Flex., Orig., Elab.

D#45 - To devise solutions to problems involving child behavior
also Fluency and Flex., Orig., Elab.

D#46 - To devise solutions to everyday problems
also Fluency and Flex., Orig., Elab.

D#47 - To devise solutions to problems in an imaginative (nonrealistic) setting
also Fluency and Flex., Orig.

D#50 - To state advantages and disadvantages of a given situation
also Fluency and Flex., Orig. Elab.

E#29 - To decide on dialogue appropriate to a given facial expression and body attitude

E#31 - To suggest ways to overcome an obstacle and to decide on one method
also Fluency and Flex., Orig.

E#35 - To offer solutions to a problem story and to justify a final choice
also Fluency and Flex.

E#36 - To list advantages and disadvantages of a change in appearance, to decide whether or not such a change is desirable, and to justify that decision
also Fluency and Flex., Elab.

HBSOI

DH#11 - Pantomiming a message
also Fluency and Flex.

DH#15 - Stating advantages and disadvantages of a given situation
also Fluency and Flex., Elab.

DH#17 - Naming foods that are sweet and foods that are salty
also Fluency and Flex.

DH#18 - Naming things that smell good and things that smell bad

DH#24 - Asking questions
also Elab.

DH#25 - Making an obstacle course
also Fluency and Flex., Orig.

DH#29 - Naming props for a story
also Fluency and Flex., Orig.

DH#31 - Naming newly discovered (pretend) plants
also Fluency and Flex., Orig.

DH#33 - Naming consequences of it being always daytime or always nighttime
also Fluency and Flex., Elab.

DH#42 - Demonstrating ways to get over an obstacle
also Fluency and Flex., Orig.

DH#47 - Thinking of ways to recycle materials
also Fluency and Flex., Orig., Elab.

EH#30 - Determining what picture best depicts an everyday situation
also Elab.

EH#32 - Deciding what type of music best fits a given situation
also Elab.

EH#37 - Family chores
also Elab.

NTG

"Goal Areas and Activities" (pp. 10-14)

A. #2 (p. 10) To increase productive use of fantasy and creations
also Orig.

B. #1, 2, 3 (p. 11) To increase story telling skills

F. (p. 14) To increase flexibility in thinking;
also Fluency and Flex., Elab.

RAPYHT

Cuestionario para los padres

Nombre del padre_____"

Nombre de su hijo/a_____ Edad_____

Fecha_____

El propósito de este cuestionario es obtener la información necesaria y específica acerca de las habilidades e intereses de sus hijos. En la parte de abajo marque con una "X" la columna que mejor describe a su hijo/a.

	Pocas veces/ Nunca	Algunas veces	Frecuentemente
Tiene curiosidad por la variedad de las cosas y quiere saber el porqué y cómo de ellas.			
Aprende rápidamente y con facilidad.			
Tiene conocimiento de cosas que otros niños desconocen.			
Es un excelente observador. Usualmente capta y asimila mejor que otros el tema de un cuento o una película.			
Tiene imaginación en el uso de materiales e ideas, al jugar y al hacer trabajos de arte.			
Demuestra buen sentido del humor aun en situaciones que no parecen cómicas a otros.			
No es conformista, acepta el desorden, no se interesa en detalles, es individualista, no teme ser diferente.			
Crea un gran número de ideas y soluciones a problemas y preguntas, a menudo encuentra salidas únicas y respuestas inteligentes.			

	Pocas veces/ Nunca	Algunas veces	Frecuentemente
Esta conciente de las necesidades de otros.			
Parece disfrutar de la compañía de otros. Es sociable y no le gusta estar solo.			
Tiene tendencia a dominar a otros cuando está a su alrededor. Generalmente dirige las actividades en las cuales está involucrado.			
Asume grandes responsabilidades que no son propias de su edad.			
Tiene gran vocación por la musica y busca las oportunidades de escucharla y crearla.			
Muestra gran entusiasmo en participar en actividades musicales.			
Tiene sensibilidad para llevar el ritmo de la musica. Responde con movimientos del cuerpo, los cuales cambia de acuerdo a la música.			
Conoce y puede identificar la varie - dad de los sonidos que escucha, es sensible a los ruidos, a la letra de una canción, a las diferentes voces de los cantantes y a los sonidos de los instrumentos musicales.			
Dedica mucho tiempo a las actividades de arte.(dibujo, pintura y trabajos de ceramica).			
Emplea diferentes técnicas y variedad de materiales en los trabajos de arte. Varía el tema y el contenido en dichos trabajos.			
Es particularmente sensible al ambiente que lo rodea.Es un gran observador ve cosas que para otros pasan desapercibidas.			
Produce trabajos de arte altamente originales,lo cual demuestra su gran habilidad.			

	Pocas veces/ Nunca	Algunas veces	Frecuentemente
Demuestra interes en contar, medir, pesar y ordenar objetos.			
Resuelve operaciones simples de suma y resta con facilidad.			
Demuestra interes en el entendimiento de conceptos avanzados relacionados al tiempo(reloj, calendario) o dinero.			
Recuerda y entiende símbolos matemáticos (como +, -. x, ÷).			
Demuestra gran interes y habilidad en clasificar y organizar.			
Examina los objetos minuciosamente o los observa detenidamente.			
Demuestra gran atención por las actividades relacionadas con las ciencias o la naturaleza.			
Demuestra entendimiento por las causas y los efectos de las relaciones, como el que las plantas necesitan agua para crecer, o que el agua se congela en temperaturas bajas o hierve en temperaturas altas.			
Seleciona libros como una actividad.			
Demuestra habilidad excepcional para recordar símbolos, letras y palabras.			
Demuestra interes en escribir nombres, letras y palabras.			
Demuestra habilidad para leer.			

	Pocas veces/ Nunca	Algunas veces	Frecuentement
Demuestra agilidad en el control de su cuerpo.(pararse, caminar, cambio de dirección).			
Está muy bien coordinado.			
Disfruta de movimientos como(saltar, correr, subir).			
Demuestra interés por actividades como coser, dibujar, trabajos de imprenta.			

B. Por favor conteste las siguientes preguntas:

1)¿Cuáles son las actividades de juego favoritas de su hijo?

_____

2)¿Qué clases de cuentos le gusta más a su hijo?

_____

3)¿Qué asuntos mantienen el interés de su hijo por largo tiempo?

_____

4)¿Qué más le gustaría que nuestro personal supiera, a fin de ayudarnos a planear las actividades de su hijo?

_____